1998	2006	Differences/Comments
SECTION 1. SHORT TITLE;	SECTION 1. SHORT TITLE;	"Career and technical education" replaces vocational and technical
TABLE OF CONTENTS.	TABLE OF CONTENTS.	education terminology throughout the entire Act.
``(a) Short TitleThis	``(a) Short TitleThis Act may	
< <note: 20="" 2301="" note.="" usc="">&gt;</note:>	be cited as the `Carl D. Perkins	
Act may be cited as the `Carl D.	Career and Technical Education	
Perkins Vocational and Technical	Act of 2006'.	
Education Act of 1998'.		
<b>SEC. 2. &lt;<note: 20="" b="" usc<=""></note:></b>	SEC. 2. PURPOSE.	
<b>2301.&gt;&gt; PURPOSE</b> .		
	``The purpose of this Act is to	
``The purpose of this Act is to	develop more fully the academic	
develop more fully the academic,	and career and technical skills of	
vocational, and technical skills of	secondary students and	
secondary students and	postsecondary students who elect	
postsecondary students who elect	to enroll in career and technical	
to enroll in vocational and	education	
technical education	programs, by	
programs, by		
22/42/1 11/1 1 20 2	``(1) building on the efforts of	
``(1) building on the efforts of	States and localities to develop	Added a specific focus on both academic and technical standards
States and localities to develop	challenging academic and	linked to "high skill, high wage, or high demand occupations in
challenging academic standards;	technical standards, including	current and emerging professions."
	preparation for high skill, high	
	wage, or high demand occupations	
	in current and emerging	
22/22	professions;	
``(2) promoting the development of	``(2) promoting the development	Added the term "rigorous and challenging" to describe instruction
services and activities that	of services and activities that	that is to be supported with Perkins funds.
integrate academic, vocational, and	integrate rigorous and challenging	
technical instruction, and that link	academic and career and technical	
secondary and postsecondary	instruction, and that link	
education for participating	secondary and postsecondary	
vocational and technical education	education for participating career	
students;	and technical education students;	

1998	2006	Differences/Comments
``(3) increasing State and	``(3) increasing State and local	No change.
local flexibility in providing	flexibility in providing services	
services and activities designed to	and activities designed to develop,	
develop, implement, and improve	implement, and improve career	
vocational and technical education,	and technical education, including	
including tech-prep education; and	tech-prep education; and	
``(4) disseminating national	``(4) conducting and	This language provides the authority for NAVE and the National
research, and providing	disseminating national research	Centers. Technical assistance is pulled out as a separate statement
professional development and	and disseminating information on	for additional emphasis.
technical assistance, that will	best practices that improve career	
improve vocational and technical	and technical education programs,	
education programs, services, and	services, and activities;	
activities.		
	"(5) providing technical assistance that -  (A) Promotes leadership, initial preparation, and professional development at the state and local levels; and  (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;	Added a new bullet to the purpose section to call attention to the importance of providing technical assistance. The Act indicates specific areas where technical assistance should be emphasized: support for leadership, initial teacher preparation, and professional development focused on improving the quality of CTE personnel.
	(6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and	Added a new bullet to the purpose section regarding partnerships. This emphasis in the purpose statement indicates the criticality of including all partners in the planning and implementation of the Act –at both the state and local levels.

1998	2006	Differences/Comments
	(7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States	Added a new bullet to the purpose section that calls attention to the focus on closing the skills gap and keeping the U.S. competitive in the global economy.
	competitive.	
SEC. 3. DEFINITIONS.	SEC. 3. DEFINITIONS.	No change.
``In this Act:	``Unless otherwise specified, in this Act:	
``(1) AdministrationThe term		
`administration', when used with	``(1) <b>ADMINISTRATION</b> The	
respect to an eligible agency or	term `administration', when used	
eligible recipient, means activities	with respect to an eligible agency	
necessary for the proper and	or eligible recipient, means	
efficient performance of the	activities necessary for the proper	
eligible agency or eligible recipient's duties under this Act,	and efficient performance of the	
including supervision, but does not	eligible agency or eligible recipient's duties under this Act,	
include curriculum development	including the supervision of such	
activities, personnel development,	activities. Such term does not	
or research activities.	include curriculum development	
	activities, personnel development,	
	or research activities.	
``(2) All aspects of an industry	``(2) ALL ASPECTS OF AN	No change.
The term `all aspects of an	INDUSTRYThe term `all	
industry' means strong experience	aspects of an industry' means	
in, and comprehensive	strong experience in, and	
understanding of, the industry that	comprehensive understanding of,	
the individual is preparing to enter.	the industry that the individual is	
	preparing to enter, including	
	information as described in	

1998	2006	Differences/Comments
	section 118.	
``(3) Area vocational and technical education schoolThe term `area vocational and technical education school' means-	``(3) AREA CAREER AND TECHNICAL EDUCATION SCHOOLThe term `area career and technical education school' means	No change.
``(A) a specialized public secondary school used exclusively or principally for the provision of vocational and technical education to individuals who are available for study in preparation for entering the labor market;	``(A) a specialized public secondary school used exclusively or principally for the provision of career and technical education to individuals who are available for study in preparation for entering the labor market;	
"(B) the department of a public secondary school exclusively or principally used for providing vocational and technical education in not fewer than 5 different occupational fields to individuals who are available for study in preparation for entering the labor market;	"(B) the department of a public secondary school exclusively or principally used for providing career and technical education in not fewer than 5 different occupational fields to individuals who are available for study in preparation for entering the labor market;	
``(C) a public or nonprofit technical institution or vocational and technical education school used exclusively or principally for the provision of vocational and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the	"(C) a public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution	

1998	2006	Differences/Comments
institution or school admits as	or school admits, as regular	Differ ences/ Comments
regular students both individuals	students, individuals who have	
	completed secondary school and	
who have completed secondary school and individuals who have	individuals who have left	
left secondary school; or	secondary school; or	
``(D) the department or division	``(D) the department or division	
of an institution of higher	of an institution of higher	
education, that operates under the	education, that operates under the	
policies of the eligible agency and	policies of the eligible agency and	
that provides vocational and	that provides career and technical	
technical education in not fewer	education in not fewer than 5	
than five different occupational	different occupational fields	
fields leading to immediate	leading to immediate employment	
employment but not necessarily	but not necessarily leading to a	
leading to a baccalaureate degree,	baccalaureate degree, if the	
if the department or division	department or division admits, as	
admits as regular students both	regular students, both individuals	
individuals who have completed	who have completed secondary	
secondary school and individuals	school and individuals who have	
who have left secondary school.	left secondary school.	
who have left secondary sensor.	left secondary sensor.	
SEC. 202. DEFINITIONS. –	``(4) ARTICULATION	Definition of an "articulation agreement" was previously in Title II.
TECH PREP	AGREEMENTThe term	It was added to section 3 because articulation agreements are
"(a) In this title:	`articulation agreement' means a	incorporated into both Title I and II in this Act.
"(1) ARTICULATION	written commitment	
<b>AGREEMENT.</b> —The term		
'articulation agreement' means a	``(A) that is agreed upon at the	This definition increases the expectations for what an articulation
written commitment to a program	State level or approved annually	agreement is by adding in the annual review, noting the agreement
designed to provide students with a	by the lead administrators of	must be in writing and requiring approval by the lead secondary and
nonduplicative sequence of		postsecondary administrators. This sign off is intended to call
progressive achievement leading to	``(i) a secondary institution and	attention to the policy issues that prevent smooth transition among
degrees or certificates in a tech-	a postsecondary educational	the learner levels.
prep education program.		

1998	2006	Differences/Comments
	institution; or  '`(ii) a sub baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and  '`(B) to a program that is  '`(i) designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and  '`(ii) linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).	The articulation agreement must lead to the attainment of a technical skill proficiency, a credential, a certificate, or a degree as well as incorporate credit transfer among the institutions.
"(29) VOCATIONAL AND TECHNICAL EDUCATION.— The term 'vocational and technical education' means organized educational activities that— "(A) offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to	`(5) CAREER AND TECHNICAL EDUCATION The term `career and technical education' means organized educational activities that  ``(A) offer a sequence of courses that	

1998	2006	Differences/Comments
prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or	``(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical	Inserts "coherent and rigorous" when referring to the academic and technical content that is part of CTE.
emerging employment sectors; and	knowledge and skills needed to prepare for further education and careers in current or emerging professions;	The focus on preparation for sub baccalaureate careers is removed. This will not impact the focus of the funding; instead this allows the CTE definition to more accurately define the enterprise.
	"(ii) provides technical skill proficiency, an industry- recognized credential, a certificate, or an associate degree; and	The addition of the language regarding technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree in this definition emphasizes the criticality of ensuring that CTE programs result in skills that are valued by the marketplace.
	"(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and	The addition of this language was intended to allow students to take courses that prepare them to enroll in a CTE program of study. Remedial courses are explicitly removed from the definition. This is a significant change.
"(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problemsolving skills, work attitudes,	``(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problemsolving skills, work attitudes,	The addition of "knowledge of all aspects of an industry" to the CTE definition further emphasizes the evolution of CTE toward broader, more durable, skills taught through career clusters, pathway or programs of study.
general employability skills, technical skills, and occupation- specific skills, of an individual.	general employability skills, technical skills, and occupation- specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.	Entrepreneurship is called out as an important factor to be included when teaching all aspects of an industry.

1998	2006	Differences/Comments
"(30) VOCATIONAL AND	``(6) CAREER AND	No change.
TECHNICAL STUDENT	TECHNICAL STUDENT	
ORGANIZATION.—	ORGANIZATION	
"(A) IN GENERAL.—The term		
'vocational and technical student	``(A) <b>IN GENERAL</b> The	
organization' means an	term `career and technical student	
organization for individuals	organization' means an	
enrolled in a vocational and	organization for individuals	
technical education program that	enrolled in a career and technical	
engages in vocational and technical	education program that engages in	
activities as an integral part of the	career and technical education	
instructional program.	activities as an integral part of the	
"(B) STATE AND NATIONAL	instructional program.	
UNITS.—An organization		
described in subparagraph (A) may	``(B) <b>STATE AND</b>	
have State and national units that	NATIONAL UNITSAn	
aggregate the work and purposes of	organization described in	
instruction in vocational and	subparagraph (A) may have State	
technical education at the local	and national units that aggregate	
level.	the work and purposes of	
	instruction in career and technical	
	education at the local level.	
``(4) CAREER GUIDANCE	``(7) CAREER GUIDANCE	
AND ACADEMIC	AND ACADEMIC	
COUNSELINGThe term	<b>COUNSELING</b> The term	
`career guidance and academic	`career guidance and academic	Allows for counseling and guidance to serve and benefit parents as
counseling' means providing	counseling' means guidance and	appropriate.
access to information regarding	counseling that	
career awareness and planning		
with respect to an individual's	``(A) provides access for	
occupational and academic future	students (and parents, as	
that shall involve guidance and	appropriate) to information	
counseling with respect to career	regarding career awareness and	
options, financial aid, and	planning with respect to an	
postsecondary options.	individual's occupational and	

1998	2006	Differences/Comments
	academic future; and  "(B) provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.	Adds that information regarding "baccalaureate degree programs" will be offered to students/parents.
"(5) CHARTER SCHOOL.—	``(8) CHARTER SCHOOL	No change.
The term 'charter school' has the	The term `charter school' has the	
meaning given the term in section	meaning given the term in section	
10306 of the Elementary and	5210 of the Elementary and	
Secondary Education Act of 1965	Secondary Education Act of 1965.	
(20 U.S.C. 8066).		
"(6) COOPERATIVE	"(9) COOPERATIVE	No change.
<b>EDUCATION</b> .—The term	<b>EDUCATION</b> The term	
'cooperative education' means a	`cooperative education' means a	
method of instruction of education	method of education for	
for individuals who, through	individuals who, through written	
written cooperative arrangements	cooperative arrangements between	
between a school and employers,	a school and employers, receive	
receive instruction, including required academic courses and	instruction, including required rigorous and challenging academic	
related vocational and technical	courses and related career and	
education	technical education instruction, by	
instruction, by alternation of study	alternation of study in school with	
in school with a job in any	a job in any occupational field,	
occupational field, which	which alternation	
alternation shall be planned and	Willow dittornation	
supervised by the school and	``(A) shall be planned and	
employer so that each contributes	supervised by the school and	
to the education and employability	employer so that each contributes	
of the individual, and may include	to the education and employability	

1998	2006	Differences/Comments
an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.	of the individual; and  ``(B) may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.	
"(7) DISPLACED HOMEMAKER.—The term 'displaced homemaker' means an individual who—	``(10) <b>DISPLACED HOMEMAKER</b> The term `displaced homemaker' means an individual who	No change.
"(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;	"(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;	
"(ii) has been dependent on the income of another family member but is no longer supported by that income; or	``(ii) has been dependent on the income of another family member but is no longer supported by that income; or	
"(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this	"(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the	

1998	2006	Differences/Comments
title; and	parent applies for assistance under	
	such title; and	
"(B) is unemployed or		
underemployed and is experiencing	``(B) is unemployed or	
difficulty in obtaining or upgrading	underemployed and is	
employment.	experiencing difficulty in	
	obtaining or upgrading	
	employment.	
"(8) EDUCATIONAL	`(11) EDUCATIONAL	No change.
<b>SERVICE AGENCY</b> .—The term	<b>SERVICE AGENCY</b> The term	
'educational service agency' has	`educational service agency' has	
the meaning given the term in	the meaning given the term in	
section 14101 of the Elementary	section 9101 of the Elementary	
and Secondary Education Act of	and Secondary Education Act of	
1965.	1965.	
"(9) ELIGIBLE AGENCY.—	`(12) ELIGIBLE AGENCY	No change.
The term 'eligible agency' means a	The term `eligible agency' means	
State board designated or created	a State board designated or created	
consistent with State law as the	consistent with State law as the	
sole State agency responsible for the administration of vocational	sole State agency responsible for the administration of career and	
and technical education or for	technical education in the State or	
supervision of the administration	for the supervision of the	
of vocational and technical	administration of career and	
education in the State.	technical education in the State.	
"(10) ELIGIBLE	``(13) <b>ELIGIBLE</b>	
INSTITUTION.—The term	INSTITUTIONThe term	
'eligible institution' means—	`eligible institution' means	
- G	- G	
"(A) an institution of higher	``(A) a public or nonprofit	Specifies that the institution of higher education must be either
education;	private institution of higher	public or non-profit and must offer CTE courses. For-profit schools
	education that offers career and	are ineligible.

1000	2006	Differences/Comments
1998	2006	Differences/Comments
"(B) a local educational agency	technical education courses that	
providing education at the	lead to technical skill proficiency,	These CTE courses should lead to either a technical skill proficiency,
postsecondary level;	an industry-recognized credential,	an industry recognized credential, a certificate, or a degree; this
	a certificate, or a degree;	further emphasizes that these institutions should be implementing
"(C) an area vocational and		programs of study not individual, unrelated courses.
technical education school	``(B) a local educational agency	
providing education at the	providing education at the	
postsecondary level;	postsecondary level;	
"(D) a postsecondary educational	``(C) an area career and	
institution controlled by the Bureau	technical education school	
of Indian Affairs or operated by or	providing education at the	
on behalf of any Indian tribe that is	postsecondary level;	
eligible to contract with the		
Secretary of the Interior for the	``(D) a postsecondary	
administration of programs under	educational institution controlled	
the Indian Self-Determination Act	by the Bureau of Indian Affairs or	
or the Act of April 16, 1934 (48	operated by or on behalf of any	
Stat. 596; 25 U.S.C. 452 et seq.);	Indian tribe that is eligible to	
"(E) an educational service	contract with the Secretary of the	
agency; or	Interior for the administration of	
	programs under the Indian Self-	
"(F) a consortium of 2 or more of	Determination and Education	
the entities described in	Assistance Act (25 U.S.C. 450 et	
subparagraphs (A) through (E).	seq.) or the Act of April 16, 1934	
	(25 U.S.C. 452 et seq.);	
	``(E) an educational service	
	agency; or	
	``(F) a consortium of 2 or more	
	of the entities described in	
	subparagraphs (A) through (E).	
"(11) ELIGIBLE	``(14) ELIGIBLE RECIPIENT	

1998	2006	Differences/Comments
<b>RECIPIENT</b> .—The term 'eligible	-The term `eligible recipient'	
recipient' means—	means	
"(A) a local educational agency,	``(A) a local educational agency	Specifically adds public charter schools that operate as an LEA as an
an area vocational and technical	(including a public charter school	eligible recipient.
education school, an educational	that operates as a local educational	
service agency, or a consortium,	agency), an area career and	
eligible to receive assistance under section 131; or	technical education school, an	
section 131, or	educational service agency, or a consortium, eligible to receive	
"(B) an eligible institution or	assistance under section 131; or	
consortium of eligible institutions	assistance under section 131, or	
eligible to receive assistance under	``(B) an eligible institution or	
section 132.	consortium of eligible institutions	
Section 132.	eligible to receive assistance under	
	section 132.	
"(12) GOVERNOR.—The term	``(15) <b>GOVERNOR</b> The term	No change.
'Governor' means the chief	'Governor' means the chief	
executive officer of a State or an	executive officer of a State.	
outlying area.		
"(13) INDIVIDUAL WITH	``(16) <b>INDIVIDUAL WITH</b>	No change.
LIMITED ENGLISH	LIMITED ENGLISH	
<b>PROFICIENCY.</b> —The term	<b>PROFICIENCY</b> The term	
'individual with limited English	`individual with limited English	
proficiency' means a secondary	proficiency' means a secondary	
school student, an adult, or an out-	school student, an adult, or an out-	
of-school youth, who has limited	of-school youth, who has limited	
ability in speaking, reading,	ability in speaking, reading,	
writing, or understanding the	writing, or understanding the	
English language, and—	English language, and	
"(A) whose native language is a	``(A) whose native language is	
language other than English; or	a language other than English; or	
language offici than English, of	a language other than English, of	

1998	2006	Differences/Comments
"(B) who lives in a family or	``(B) who lives in a family or	
community environment in which	community environment in which	
a language other than English is	a language other than English is	
the dominant language.	the dominant language.	
"(14) INDIVIDUAL WITH A	``(17) INDIVIDUAL WITH A	No change.
DISABILITY.—	DISABILITY	
"(A) <b>IN GENERAL</b> .—The term	``(A) <b>IN GENERAL</b> The	
'individual with a disability' means	term `individual with a disability'	
an individual with any disability	means an individual with any	
(as defined in section 3 of the	disability (as defined in section 3	
Americans with Disabilities Act of	of the Americans with Disabilities	
1990 (42 U.S.C. 12102)).	Act of 1990 (42 U.S.C. 12102)).	
"(B) INDIVIDUALS WITH	``(B) INDIVIDUALS WITH	
DISABILITIES.—The term	DISABILITIESThe term	
'individuals with disabilities'	`individuals with disabilities'	
means more than 1 individual with		
	means more than 1 individual with	
a disability.	a disability.	NTs also see
"(15) INSTITUTION OF	``(18) INSTITUTION OF	No change.
HIGHER EDUCATION.—The	HIGHER EDUCATIONThe	
term 'institution of higher	term `institution of higher	
education' has the meaning given	education' has the meaning given	
the term in section 101 of the	the term in section 101 of the	
Higher Education Act of 1965.	Higher Education Act of 1965.	NY 1
"(16) LOCAL EDUCATIONAL	"(19) LOCAL EDUCATIONAL	No change.
AGENCY.—The term 'local	AGENCYThe term `local	
educational agency' has the	educational agency' has the	
meaning given the term in section	meaning given the term in section	
14101 of the Elementary and	9101 of the Elementary and	
Secondary Education Act of 1965	Secondary Education Act of 1965.	
(20 U.S.C. 8801).		
"(17) NONTRADITIONAL	``(20) NON-TRADITIONAL	Changes term from "nontraditional training and employment" to
TRAINING AND	FIELDSThe term `non-	"nontraditional fields" but retains the same definition.

1998	2006	Differences/Comments
EMPLOYMENT.—The term	traditional fields' means	A listing of non trad fields can be found at:
'nontraditional training and	occupations or fields of work,	
employment' means occupations or	including careers in computer	http://www.napequity.org/pdf/NontradformalesfromBLSrev08-
fields of work, including careers in	science, technology, and other	<u>05.pdf</u>
computer science, technology, and	current and emerging high skill	
other emerging high skill	occupations, for which individuals	http://www.napequity.org/pdf/NontradforfemalesfromBLS08-
occupations, for which individuals	from one gender comprise less	<u>05rev.pdf</u>
from one gender comprise less than	than 25 percent of the individuals	
25 percent of the individuals	employed in each such occupation	
employed in each such occupation	or field of work.	
or field of work.		
"(18) OUTLYING AREA.—The	`(21) <b>OUTLYING AREA</b> The	Removes Micronesia.
term 'outlying area' means the	term `outlying area' means the	
United States Virgin Islands,	United States Virgin Islands,	
Guam, American Samoa, the	Guam, American Samoa, the	
Commonwealth of the Northern	Commonwealth of the Northern	
Mariana Islands, the Republic	Mariana Islands, and the Republic	
of the Marshall Islands, the	of Palau.	
Federated States of Micronesia,		
and the Republic of Palau.		
"(19) POSTSECONDARY	``(22) POSTSECONDARY	No changes.
EDUCATIONAL	EDUCATIONAL	
<b>INSTITUTION.</b> —The term	<b>INSTITUTION</b> The term	
'postsecondary educational	`postsecondary educational	
institution' means—	institution' means	
"(A) an institution of higher	``(A) an institution of higher	
education that provides not less	education that provides not less	
than a 2-year program of	than a 2-year program of	
instruction that is acceptable for	instruction that is acceptable for	
credit toward a bachelor's degree;	credit toward a bachelor's degree;	
"(B) a tribally controlled college or university; or	``(B) a tribally controlled	

1998	2006	Differences/Comments
"(C) a nonprofit educational	college or university; or	
institution offering certificate or		
apprenticeship programs at the	``(C) a nonprofit educational	
postsecondary level.	institution offering certificate or	
	apprenticeship programs at the	
	postsecondary level.	
	``(23) POSTSECONDARY	This is a new definition that specifies who a postsecondary Tech Prep
	EDUCATION TECH PREP	student is. This definition applies to Title II and will be critical for
	STUDENTThe term	the Title II accountability provisions and in determining which
	`postsecondary education tech	students can benefit from programs supported by Title II.
	prep student' means a student	
	who	
	``(A) has completed the	
	secondary education component of	
	a tech prep program; and	
	a teen prop program, and	
	``(B) has enrolled in the	
	postsecondary education	
	component of a tech prep program	
	at an institution of higher	
	education described in clause (i)	
	or (ii) of section 203(a)(1)(B).	
"(20) SCHOOL DROPOUT.—	``(24) SCHOOL DROPOUT	No change.
The term 'school dropout' means	The term `school dropout' means	
an individual who is no longer	an individual who is no longer	
attending any school and who has	attending any school and who has	
not received a secondary school	not received a secondary school	
diploma or its recognized	diploma or its recognized	
equivalent.	equivalent.	
	``(25) SCIENTIFICALLY	Introduces scientifically based research as defined by the standards
	<b>BASED RESEARCH</b> The term	in the Education Sciences Reform Act of 2002. This term is referred
	`scientifically based research'	to in the national programs section of the Act, as well as in the state
	means research that is carried out	leadership and local uses of funds.

1998	2006	Differences/Comments
	using scientifically based research	
	standards, as defined in section	
	102 of the Education Sciences	
	Reform Act of 2002 (20 U.S.C.	
	9501).	
	``(26) SECONDARY	This is a new definition that specifies who a secondary Tech Prep
	EDUCATION TECH PREP	student is. This definition will be used under Title II and will be
	STUDENTThe term `secondary	critical for the Title II accountability provisions and in determining
	education tech prep student' means	which students can benefit from programs supported by Title II.
	a secondary education student	Programs supported by Title III
	who has enrolled in 2 courses in	
	the secondary education	
	component of a tech prep	
	program.	
"(21) SECONDARY	``(27) SECONDARY	No change.
SCHOOL.—The term 'secondary	SCHOOLThe term `secondary	110 Change.
school' has the meaning given the	school' has the meaning given the	
term in section 14101 of the	term in section 9101 of the	
Elementary and Secondary	Elementary and Secondary	
Education Act of 1965 (20 U.S.C.	Education Act of 1965.	
8801)	Education Act of 1903.	
"(22) SECRETARY.—The term	``(28) <b>SECRETARY</b> The term	No shange
	` '	No change.
'Secretary' means the Secretary of	`Secretary' means the Secretary of	
Education.	Education.	
"(23) SPECIAL	``(29) SPECIAL	The Act continues to call strong attention to serving special
POPULATIONS.—The term	POPULATIONSThe term	populations.
'special populations' means—	`special populations' means	
		This definition, in addition to the NCLB categories, will be used in
"(A) individuals with disabilities;	``(A) individuals with	determining which categories accountability data must be
	disabilities;	disaggregated by.
"(B) individuals from		
economically disadvantaged	``(B) individuals from	
families, including foster children;	economically disadvantaged	

1998	2006	Differences/Comments
"(C) individuals preparing for	families, including foster children;	
nontraditional training and		
employment;	``(C) individuals preparing for	
	non-traditional fields;	
"(D) single parents, including		
single pregnant women;	``(D) single parents, including	
	single pregnant women;	
"(E) displaced homemakers; and		
	``(E) displaced homemakers;	
"(F) individuals with other barriers	and	
to educational achievement,		
including individuals with limited	``(F) individuals with limited	Eliminated the broad "other barriers to educational achievement"
English proficiency.	English proficiency.	and instead restricted it to individuals with limited English
		proficiency.
(((A)) C(F) + (F) - (G) - (G) - (A)	) (00) GEN A FINE - FINE - NO 1	
"(24) STATE.—The term 'State',	``(30) <b>STATE</b> The term `State',	No change.
unless otherwise specified, means	unless otherwise specified, means	
each of the several States of the	each of the several States of the	
United States, the District of	United States, the District of	
Columbia, the Commonwealth of	Columbia, the Commonwealth of	
Puerto Rico, and each outlying	Puerto Rico, and each outlying	
area.	area.	N. CI
"(25) SUPPORT SERVICES.—	``(31) SUPPORT SERVICES	No Change.
The term 'support services' means	The term `support services' means	
services related to curriculum	services related to curriculum	
modification, equipment	modification, equipment	
modification, classroom	modification, classroom	
modification, supportive personnel,	modification, supportive	
and instructional aids and devices.	personnel, and instructional aids	
WAA TECH DDED	and devices.	The contents of a tech muon processes has been seened to TVA TY (TV)
"(26) TECH-PREP PROGRAM.—The term 'tech-	"(32) TECH PREP	The contents of a tech prep program has been moved to Title II. The substance of the definition is similar to Perkins III.
	PROGRAMThe term `tech	substance of the definition is similar to Perkins III.
prep program' means a program of	prep program' means a tech prep	
study that—	program described in section	

1998	2006	Differences/Comments
"(A) combines at least 2 years of	203(c).	
secondary education (as	. ,	
determined under State law) and 2		
years of postsecondary education		
in a nonduplicative sequential		
course of study;		
"(B) strengthens the applied		
academic component of vocational		
and technical education through		
the integration of academic, and		
vocational and technical,		
instruction;		
"(C) provides technical		
preparation in an area such		
as engineering technology, applied		
science, a mechanical, industrial,		
or practical art or trade, agriculture,		
a health occupation, business, or		
applied economics;		
"(D) builds student competence in		
mathematics,		
science, and communications		
(including through applied		
academics) in a coherent sequence		
of courses; and		
"(E) leads to an associate degree		
or a certificate in		
a specific career field, and to high		
skill, high wage employment, or		
further education.		
"(27) TRIBALLY	``(33) TRIBALLY	No change.
CONTROLLED COLLEGE OR	CONTROLLED COLLEGE	
UNIVERSITY.—The term	<b>OR UNIVERSITY</b> The term	
'tribally controlled college or	`tribally controlled college or	
university' has the meaning given	university' has the meaning given	

1998	2006	Differences/Comments
such term in section 2 of the	the term in section 2(a) of the	
Tribally Controlled College or	Tribally Controlled College or	
University Assistance Act of 1978	University Assistance Act of 1978	
(25 U.S.C. 1801(a)(4)).	(25 U.S.C. 1801(a)).	
"(28) TRIBALLY	`(34) TRIBALLY	No change.
CONTROLLED	CONTROLLED	
POSTSECONDARY	POSTSECONDARY CAREER	
VOCATIONAL AND	AND TECHNICAL	
TECHNICAL INSTITUTION.—	<b>INSTITUTION</b> The term	
The term 'tribally controlled	`tribally controlled postsecondary	
postsecondary vocational and	career and technical institution'	
technical institution' means an	means an institution of higher	
institution of higher education (as	education (as defined in section	
defined in section 101 of the	101 of the Higher Education Act	
Higher Education Act of 1965,	of 1965, except that subsection	
except that paragraph (2) of such	(a)(2) of such section shall not be	
section shall not be applicable and	applicable and the reference to	
the reference to Secretary in	Secretary in subsection (a)(5) of	
paragraph (5)(A) of such section	such section shall be deemed to	
shall be deemed to refer to the	refer to the Secretary of the	
Secretary of the Interior) that—	Interior) that	
"(A) is formally controlled, or has		
been formally sanctioned or	``(A) is formally controlled, or	
chartered, by the governing body	has been formally sanctioned or	
of an Indian tribe or Indian tribes;	chartered, by the governing body	
	of an Indian tribe or Indian tribes;	
"(B) offers a technical degree or		
certificate granting program;	``(B) offers a technical degree	
	or certificate granting program;	
"(C) is governed by a board of		
directors or trustees, a majority of	``(C) is governed by a board of	
whom are Indians;	directors or trustees, a majority of	
	whom are Indians;	
"(D) demonstrates adherence to		

1998	2006	Differences/Comments
stated goals, a philosophy, or a	``(D) demonstrates adherence to	
plan of operation, that fosters	stated goals, a philosophy, or a	
individual Indian economic and	plan of operation, that fosters	
self-sufficiency opportunity,	individual Indian economic and	
including programs that are	self-sufficiency opportunity,	
appropriate to stated tribal goals of	including programs that are	
developing individual	appropriate to stated tribal goals of	
entrepreneurships and self-	developing individual	
sustaining economic infrastructures	entrepreneurships and self-	
on reservations;	sustaining economic	
,	infrastructures on reservations;	
"(E) has been in operation for at	,	
least 3 years;	``(E) has been in operation for	
	at least 3 years;	
"(F) holds accreditation with or is	•	
a candidate for accreditation by a	``(F) holds accreditation with or	
nationally recognized accrediting	is a candidate for accreditation by	
authority for postsecondary	a nationally recognized	
vocational and technical education;	accrediting authority for	
and	postsecondary career and technical	
	education; and	
'(G) enrolls the full-time		
equivalent of not less than 100	``(G) enrolls the full-time	
students, of whom a majority are	equivalent of not less than 100	
Indians	students, of whom a majority are	
	Indians.	
"SEC. 4. TRANSITION	``SEC. 4. TRANSITION	
PROVISIONS.	PROVISIONS.	
"The Secretary shall take such	``The Secretary shall take such	States can submit a transition plan for one year (2007-2008) or
steps as the Secretary determines to	steps as the Secretary determines	implement the new law immediately by submitting a six year plan.
be appropriate to provide for the	to be appropriate to provide for	
orderly transition to the authority	the orderly transition to the	
of this Act from any authority	authority of this Act (as amended	
under provisions of the Carl D.		

1998	2006	Differences/Comments
	by the Carl D. Perkins Career and	Differences/ Comments
Perkins Vocational and Applied	1 -	
Technology Education Act, as such	Technical Education Improvement	
Act was in effect on the day before	Act of 2006) from any authority	
the date of enactment of the Carl	under the provisions of the Carl D.	
D. Perkins Vocational and Applied	Perkins Vocational and Technical	
Technology Education	Education Act of 1998, as in effect	
Amendments of 1998.	on the day before the date of	
	enactment of the Carl D. Perkins	
	Career and Technical Education	
	Improvement Act of 2006. The	
	Secretary shall give each eligible	
	agency the opportunity to submit a	
	transition plan for the first fiscal	
	year following the date of	
	enactment of the Carl D. Perkins	
	Career and Technical Education	
	Improvement Act of 2006.	
"SEC. 5. PRIVACY.	``SEC. 5. PRIVACY.	No change.
"(a) GEPA.—Nothing in this Act	``(a) GEPANothing in this	
shall be construed to supersede the	Act shall be construed to	
privacy protections afforded	supersede the privacy protections	
parents and students under section	afforded parents and students	
444 of the General Education	under section 444 of the General	
Provisions Act (20 U.S.C. 1232g),	Education Provisions Act (20	
as added by the Family	U.S.C. 1232g).	
Educational Rights and Privacy		
Act of 1974 (section 513 of Public	``(b) Prohibition on	
Law 93–380; 88 Stat. 571).	Development of National	
	DatabaseNothing in this Act	
"(b) PROHIBITION ON	shall be construed to permit the	
DEVELOPMENT OF	development of a national	
NATIONAL DATABASE.—	database of personally identifiable	
Nothing in this Act shall be	information on individuals	
construed to permit the		

1998	2006	Differences/Comments
development of a national database of personally identifiable information on individuals receiving services under this Act.	receiving services under this Act.	
"SEC. 6. LIMITATION.	``SEC. 6. LIMITATION.	No effective change.
"All of the funds made available under this Act shall be used in accordance with the requirements of this Act. None of the funds made available under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 (20 U.S.C. 6101 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-To-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act.	``All of the funds made available under this Act shall be used in accordance with the requirements of this Act.	
"SEC. 7. SPECIAL RULE.	``SEC. 7. SPECIAL RULE.	No change.
"In the case of a local community in which no employees are represented by a labor organization, for purposes of this Act the term 'representatives of employees' shall be substituted for 'labor organization'.	"In the case of a local community in which no employees are represented by a labor organization, for purposes of this Act, the term representatives of employees' shall be substituted for labor organization'.	

1998	2006	Differences/Comments
	"SEC. 8. PROHIBITIONS.	This entire section is new:
	``(a) Local ControlNothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources, or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act, except as required under sections 112(b), 311(b), and 323.	Preserves local control by specifically noting that the Federal Government cannot use this bill to control a State, LEA, or a school's curriculum.  Indicates that the Federal Government cannot impose unfunded mandates.
	``(b) No Preclusion of Other AssistanceAny State that declines to submit an application to the Secretary for assistance under this Act shall not be precluded from applying for assistance under any other program administered by the Secretary.	Ensures states that applying (or not applying) for Perkins funds does not affect eligibility for any other Department of Education program.
	"(c) Prohibition on Requiring Federal Approval or Certification of StandardsNotwithstanding any other provision of Federal law, no State shall be required to have academic and career and technical content standards or student academic and career and	States will not be required to have academic or CTE standards approved or certified by the Federal Government in order to receive funding under this Act.

1998	2006	Differences/Comments
	technical achievement standards approved or certified by the Federal Government, in order to receive assistance under this Act.  ``(d) Rule of Construction Nothing in this section shall be construed to affect the requirements under section 113.	Nothing in this section should affect the accountability requirements in section 113.
	``(e) Coherent and Rigorous ContentFor the purposes of this Act, coherent and rigorous content shall be determined by the State consistent with section 1111(b)(1)(D) of the Elementary and Secondary Education Act of 1965.	The use of the term "coherent and rigorous" refers to the standards for academic content in subjects determined by the state, but includes at least math, reading, or language arts and science.
"SEC. 8. AUTHORIZATION OF APPROPRIATIONS.	`SEC. 9. AUTHORIZATION OF APPROPRIATIONS.	Extends authorization of appropriations from five to six years: 2007 through 2012.
"There is authorized to be appropriated to carry out this Act (other than sections 114, 117, and 118, and title II) such sums as may be necessary for each of the fiscal years 1999 through 2003.	"There is authorized to be appropriated to carry out this Act (other than sections 114, 117, and 118, and title II) such sums as may be necessary for each of the fiscal years 2007 through 2012.	
"TITLE I—VOCATIONAL AND TECHNICALEDUCATION ASSISTANCE TOTHE STATES "PART A—ALLOTMENT	"TITLE ICAREER AND TECHNICAL EDUCATION ASSISTANCE TO THE STATES "PART AALLOTMENT AND	

1998	2006	Differences/Comments
AND ALLOCATION	ALLOCATION	
"SEC. 111. RESERVATIONS AND STATE ALLOTMENT.	"SEC. 111. RESERVATIONS AND STATE ALLOTMENT.	
"(a) RESERVATIONS AND STATE ALLOTMENT.— "(1) RESERVATIONS.—From	``(a) Reservations and State Allotment	
the sum appropriated under section 8 for each fiscal year, the Secretary shall reserve— "(A) 0.2 percent to carry out section 115;	"(1) <b>RESERVATIONS</b> From the sum appropriated under section 9 for each fiscal year, the Secretary shall reserve	Reduces allotment for outlying areas by 0.07% of the total allocation.
"(B) 1.50 percent to carry out section 116, of which— "(i) 1.25 percent of the sum shall be available to carry out section 116(b); and	``(A) 0.13 percent to carry out section 115; and  ``(B) 1.50 percent to carry out section 116, of which	
"(ii) 0.25 percent of the sum shall be available to carry out section 116(h); and	``(i) 1.25 percent of the sum shall be available to carry out section 116(b); and	
"(C) in the case of each of the fiscal years 2000 through 2003, 0.54 percent to carry out section 503 of Public Law 105–220.	"(ii) 0.25 percent of the sum shall be available to carry out section 116(h).	
"(2) STATE ALLOTMENT FORMULA.—Subject to paragraphs (3) and (4), from the remainder of the sums appropriated under section 8 and not reserved under paragraph (1) for a fiscal year, the Secretary shall allot to a State for the fiscal year—	"(2) STATE ALLOTMENT FORMULASubject to paragraphs (3), (4), and (5), from the remainder of the sum appropriated under section 9 and not reserved under paragraph (1) for a fiscal year, the Secretary shall allot to a State for the fiscal	No change.

1998	2006	Differences/Comments
"(A) an amount that bears the same ratio to 50 percent of the sums being allotted as the product of the population aged 15 to 19 inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States;	year  "(A) an amount that bears the same ratio to 50 percent of the sum being allotted as the product of the population aged 15 to 19 inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States;	
"(B) an amount that bears the same ratio to 20 percent of the sums being allotted as the product of the population aged 20 to 24, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States;	"(B) an amount that bears the same ratio to 20 percent of the sum being allotted as the product of the population aged 20 to 24, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States;	
"(C) an amount that bears the same ratio to 15 percent of the sums being allotted as the product of the population aged 25 to 65, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio	"(C) an amount that bears the same ratio to 15 percent of the sum being allotted as the product of the population aged 25 to 65, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the	

1998	2006	Differences/Comments
bears to the sum of the	corresponding products for all the	
corresponding products for all the	States; and	
States; and		
	``(D) an amount that bears the	
"(D) an amount that bears the	same ratio to 15 percent of the	
same ratio to 15 percent of the	sum being allotted as the amounts	
sums being allotted as the amounts	allotted to the State under	
allotted to the State under	subparagraphs (A), (B), and (C)	
subparagraphs (A), (B), and (C) for	for such years bears to the sum of	
such years bears to the sum of the	the amounts allotted to all the	
amounts allotted to all the States	States under subparagraphs (A),	
under subparagraphs (A), (B), and	(B), and (C) for such year.	
(C) for such year.		
"(3) MINIMUM	`(3) MINIMUM ALLOTMENT	No change to minimum allotment if Perkins remains level funded.
ALLOTMENT.—	FOR YEARS WITH NO	
	ADDITIONAL FUNDS	
"(A) IN GENERAL.—		
Notwithstanding any other	``(A) IN GENERAL	
provision of law and subject to	Notwithstanding any other	
subparagraphs (B) and (C), and	provision of law and subject to	
paragraph (4), no State shall	subparagraphs (B) and (C), and	
receive for a fiscal year under this	paragraph (5), for a fiscal year for	
subsection less than 1/2 of 1	which there are no additional	
percent of the amount appropriated	funds (as such term is defined in	
under section 8 and not reserved	paragraph (4)(D)), no State shall	
under paragraph (1) for such fiscal	receive for such fiscal year under	
year. Amounts necessary for	this subsection less than 1/2 of 1	
increasing such payments to States	percent of the amount	
to comply with the preceding	appropriated under section 9 and	
sentence shall be obtained by	not reserved under paragraph (1)	
ratably reducing the amounts to be	for such fiscal year. Amounts	
paid to other States.	necessary for increasing such	
	payments to States to comply with	
	the preceding sentence shall be	
	obtained by ratably reducing the	

1998	2006	Differences/Comments
	amounts to be paid to other States.	
"(B) REQUIREMENT.—No	``(B) <b>REQUIREMENT</b> No	No change.
State, by reason of the application	State, by reason of the application	
of subparagraph (A), shall receive	of subparagraph (A), shall receive	
for a fiscal year more than 150	for a fiscal year more than 150	
percent of the amount the State	percent of the amount the State	
received under this subsection for	received under this subsection for	
the preceding fiscal year (or in the	the preceding fiscal year.	
case of fiscal year 1999 only, under		
section 101 of the Carl D. Perkins		
Vocational and Applied		
Technology Education Act, as such		
section was in effect on the day		
before the date of enactment of the		
Carl D. Perkins Vocational and		
Applied Technology Education		
Amendments of 1998).		
"(C) SPECIAL RULE.—	``(C) SPECIAL RULE	No change.
"(i) IN GENERAL.—Subject to	``(i) <b>IN GENERAL</b> Subject	
paragraph (4), no State, by reason	to paragraph (5), no State, by	
of the application of subparagraph	reason of the application of	
(A), shall be allotted for a fiscal	subparagraph (A), shall be allotted	
year more than the lesser of—	for a fiscal year more than the	
year more than the lesser of	lesser of	
"(I) 150 percent of the amount that	lesser of	
the State received in the preceding	``(I) 150 percent of the amount	
fiscal year (or in the case of fiscal	that the State received in the	
year 1999 only, under section 101	preceding fiscal year; and	
of the Carl D. Perkins Vocational	F 7	
and Applied Technology Education	``(II) the amount calculated	
Act, as such section was	under clause (ii).	
in effect on the day before the date	(,-	
of enactment of the Carl D. Perkins		
Vocational and Applied		

1998	2006	Differences/Comments
Technology Education Amendments of 1998); and		
"(II) the amount calculated under clause (ii).		
"(ii) AMOUNT.—The amount calculated under this clause shall be determined by multiplying—	``(ii) <b>AMOUNT</b> The amount calculated under this clause shall be determined by multiplying	
"(I) the number of individuals in the State counted under paragraph (2) in the preceding fiscal year; by	``(I) the number of individuals in the State counted under paragraph (2) in the preceding fiscal year; by	
"(II) 150 percent of the national average per pupil payment made with funds available under this section for that year (or in the case of fiscal year 1999, only, under section 101 of the Carl D. Perkins Vocational and Applied Technology Education Act, as such section was in effect on the day before the date of enactment of the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998).	"(II) 150 percent of the national average per pupil payment made with funds available under this section for that year.	
7 mendinents of 1770).	``(4) MINIMUM ALLOTMENT FOR YEARS WITH ADDITIONAL FUNDS  ``(A) IN GENERALSubject to subparagraph (B) and paragraph (5), for a fiscal year for which	Of any new money that is appropriated over the FY 2006 funding levels, 'small states' would receive 1/3 of the new money until they reach the small state minimum (going first to those states that are farthest away from getting their ½ of 1 percent) that is currently in statute. The remaining 2/3 of new money would go out by the current law formula.

1998	2006	Differences/Comments
	there are additional funds, no State	
	shall receive for such fiscal year	
	under this subsection less than 1/2	
	of 1 percent of the amount	
	appropriated under section 9 and	
	not reserved under paragraph (1)	
	for such fiscal year. Amounts	
	necessary for increasing such	
	payments to States to comply with	
	the preceding sentence shall be	
	obtained by ratably reducing the	
	amounts to be paid to other States.	
	``(B) <b>SPECIAL RULE</b> In the	
	case of a qualifying State, the	
	minimum allotment under	
	subparagraph (A) for a fiscal year	
	for the qualifying State shall be	
	the lesser of	
	``(i) 1/2 of 1 percent of the	
	amount appropriated under section	
	9 and not reserved under	
	paragraph (1) for such fiscal year;	
	and	
	``(ii) the sum of	
	``(I) the amount the qualifying	
	State was allotted under paragraph	
	(2) for fiscal year 2006 (as such	
	paragraph was in effect on the day	
	before the date of enactment of the	
	Carl D. Perkins Career and	
	Technical Education Improvement	

1998	2006	Differences/Comments
	Act of 2006); and	
	``(II) the product of	
	(=), P== 2	
	``(aa) 1/3 of the additional	
	funds; multiplied by	
	``(bb) the quotient of	
	``(AA) the qualifying State's	
	ratio described in subparagraph	
	(C) for the fiscal year for which	
	the determination is made; divided	
	by	
	``(BB) the sum of all such ratios	
	for all qualifying States for the	
	fiscal year for which the	
	determination is made.	
	``(C) <b>RATIO</b> For purposes of	
	subparagraph (B)(ii)(II)(bb)(AA),	
	the ratio for a qualifying State for	
	a fiscal year shall be 1.00 less the	
	quotient of	
	``(i) the amount the qualifying	
	State was allotted under paragraph	
	(2) for fiscal year 2006 (as such	
	paragraph was in effect on the day	
	before the date of enactment of the	
	Carl D. Perkins Career and	
	Technical Education Improvement	
	Act of 2006); divided by	

1998	2006	Differences/Comments
	``(ii) 1/2 of 1 percent of the amount appropriated under section 9 and not reserved under paragraph (1) for the fiscal year for which the determination is made.	
	``(D) <b>DEFINITIONS</b> In this paragraph:	
	``(i) <b>ADDITIONAL FUNDS.</b> The term `additional funds' means the amount by which	
	``(I) the sum appropriated under section 9 and not reserved under paragraph (1) for a fiscal year; exceeds	
	``(II) the sum of	
	``(aa) the amount allotted under paragraph (2) for fiscal year 2006 (as such paragraph (2) was in effect on the day before the date of enactment of the Carl D. Perkins Career and Technical Education Improvement Act of 2006);	
	``(bb) the amount reserved under paragraph (1)(C) for fiscal year 2006 (as such paragraph	

1998	2006	Differences/Comments
	(1)(C) was so in effect); and	
	``(cc) \$827,671.	
	``(ii) QUALIFYING STATEThe term `qualifying State' means a State (except the United States Virgin Islands) that, for the fiscal year for which a determination under this paragraph is made, would receive, under the allotment formula under paragraph (2) (without the application of this paragraph and paragraphs (3) and (5)), an amount that would be less than the amount the State would receive under subparagraph (A) for such fiscal year.	
"(4) HOLD HARMLESS.—	``(5) HOLD HARMLESS	No change.
"(A) IN GENERAL.—No State shall receive an allotment under this section for a fiscal year that is less than the allotment the State received under part A of title I of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2311 et seq.) (as such part was in effect on the day before the date of enactment of the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998) for fiscal	"(A) IN GENERALNo State shall receive an allotment under this section for a fiscal year that is less than the allotment the State received under part A of title I of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2311 et seq.) (as such part was in effect on the day before the date of enactment of the Carl D. Perkins Vocational and Applied	

1998	2006	Differences/Comments
"(B) RATABLE REDUCTION.—If for any fiscal year the amount appropriated for allotments under this section is insufficient to satisfy the provisions of subparagraph (A), the payments to all States under such subparagraph shall be ratably reduced.	Technology Education Amendments of 1998) for fiscal year 1998.  "(B) RATABLE REDUCTIONIf for any fiscal year the amount appropriated for allotments under this section is insufficient to satisfy the provisions of subparagraph (A), the payments to all States under such subparagraph shall be ratably reduced.	
"(b) REALLOTMENT.—If the Secretary determines that any amount of any State's allotment under subsection (a) for any fiscal year will not be required for such fiscal year for carrying out the activities for which such amount has been allotted, the Secretary shall make such amount available for reallotment. Any such reallotment among other States shall occur on such dates during the same year as the Secretary shall fix, and shall be made on the basis of criteria established by regulation. No funds may be reallotted for any use other than the use for which the funds were appropriated. Any amount reallotted to a State under this	`(b) ReallotmentIf the Secretary determines that any amount of any State's allotment under subsection (a) for any fiscal year will not be required for such fiscal year for carrying out the activities for which such amount has been allotted, the Secretary shall make such amount available for reallotment. Any such reallotment among other States shall occur on such dates during the same year as the Secretary shall fix, and shall be made on the basis of criteria established by regulation. No funds may be reallotted for any use other than the use for which the funds were appropriated. Any amount reallotted to a State under this subsection for any fiscal year	No change.

1998	2006	Differences/Comments
subsection for any fiscal year shall	shall remain available for	
remain available for obligation	obligation during the succeeding	
during the succeeding fiscal year	fiscal year and shall be deemed to	
and shall be deemed to be part of	be part of the State's allotment for	
the State's allotment for the year in	the year in which the amount is	
which the amount is obligated.	obligated.	
"(c) ALLOTMENT RATIO.—	``(c) Allotment Ratio	No change.
"(1) <b>IN GENERAL</b> .—The	``(1) <b>IN GENERAL</b> The	
allotment ratio for any State shall	allotment ratio for any State shall	
be 1.00 less the product of—	be 1.00 less the product of	
Frank Company	product of	
"(A) 0.50; and	``(A) 0.50; and	
"(B) the quotient obtained by	``(B) the quotient obtained by	
dividing the per capita income for	dividing the per capita income for	
the State by the per capita income	the State by the per capita income	
for all the States (exclusive of the Commonwealth of Puerto Rico and	for all the States (exclusive of the	
	Commonwealth of Puerto Rico	
the United States Virgin Islands),	and the United States Virgin	
except that—	Islands), except that	
"(i) the allotment ratio in no case	``(i) the allotment ratio in no	
shall be more than 0.60 or less than	case shall be more than 0.60 or	
0.40; and	less than 0.40; and	
"(ii) the allotment ratio for the	``(ii) the allotment ratio for the	
Commonwealth of Puerto Rico and	Commonwealth of Puerto Rico	
the United States Virgin Islands	and the United States Virgin	
shall be 0.60.	Islands shall be 0.60.	
"(2) PROMULGATION.—The	``(2) <b>PROMULGATION</b> The	No change.
allotment ratios shall be	allotment ratios shall be	
promulgated by the Secretary for	promulgated by the Secretary for	
each fiscal year between October 1	each fiscal year between October	

1998	2006	Differences/Comments
and December 31 of the fiscal year	1 and December 31 of the fiscal	
preceding the fiscal year for which	year preceding the fiscal year for	
the determination is made.	which the determination is made.	
Allotment ratios shall be computed	Allotment ratios shall be	
on the basis of the average of the	computed on the basis of the	
appropriate per capita incomes for	average of the appropriate per	
the 3 most recent consecutive fiscal	capita incomes for the 3 most	
years for which satisfactory data	recent consecutive fiscal years for	
are available.	which satisfactory data are	
	available.	
"(3) DEFINITION OF PER	`(3) <b>DEFINITION OF PER</b>	No change.
<b>CAPITA INCOME.</b> —For the	<b>CAPITA INCOME</b> For the	
purpose of this section, the term	purpose of this section, the term	
'per capita income' means, with	`per capita income' means, with	
respect to a fiscal year, the total	respect to a fiscal year, the total	
personal income in the calendar	personal income in the calendar	
year ending in such year, divided	year ending in such year, divided	
by the population of the area	by the population of the area	
concerned in such year.	concerned in such year.	
"(4) POPULATION	``(4) <b>POPULATION</b>	No change.
<b>DETERMINATION.</b> —For the	<b>DETERMINATION</b> For the	
purposes of this section, population	purposes of this section,	
shall be determined by the	population shall be determined by	
Secretary on the basis of the latest	the Secretary on the basis of the	
estimates available to the	latest estimates available to the	
Department of Education.	Department of Education.	
"(d) DEFINITION OF	``(d) Definition of StateFor	No change.
<b>STATE.</b> —For the purpose of this	the purpose of this section, the	
section, the term 'State' means	term `State' means each of the	
each of the several States of the	several States of the United States,	
United States, the District of	the District of Columbia, the	
Columbia, the Commonwealth of	Commonwealth of Puerto Rico,	
Puerto Rico, and the United States	and the United States Virgin	
Virgin Islands.	Islands.	

1998	2006	Differences/Comments
"SEC. 112. WITHIN STATE ALLOCATION.	"SEC. 112. WITHIN STATE ALLOCATION.	The within state allocation is the same as current law:
"(a) IN GENERAL.—From the amount allotted to each State under section 111 for a fiscal year, the State board (hereinafter referred to as the 'eligible agency') shall make available—  "(1) not less than 85 percent for distribution under section 131 or 132, of which not more than 10 percent of the 85 percent may be used in accordance with subsection (c);  "(2) not more than 10 percent to carry out State leadership activities described in section 124, of which—  "(A) an amount equal to not more than 1 percent of the amount allotted to the State under section 111 for the fiscal year shall be available to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities; and  "(B) not less than \$60,000 and not	``(a) In GeneralFrom the amount allotted to each State under section 111 for a fiscal year, the eligible agency shall make available  ``(1) not less than 85 percent for distribution under section 131 or 132, of which not more than 10 percent of the 85 percent may be used in accordance with subsection (c);  ``(2) not more than 10 percent to carry out State leadership activities described in section 124, of which  ``(A) an amount equal to not more than 1 percent of the amount allotted to the State under section 111 for the fiscal year shall be made available to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities; and  ``(B) not less than \$60,000 and	5% or 250,000 for state admin  10% for state leadership  • Out of state leadership, states can dedicate an amount up to 1% of the entire state allotment for corrections.  • Not less than \$60,000 but not more than \$150,000 must be dedicated to non trad.  85% locals  • Up to 10% of these funds can be distributed to locals via the reserve fund provisions.
more than \$150,000 shall be available for services that prepare	not more than \$150,000 shall be available for services that prepare	

1998	2006	Differences/Comments
individuals for nontraditional	individuals for non-traditional	
training and employment; and	fields; and	
"(3) an amount equal to not more	``(3) an amount equal to not	In addition to current allowable use of funds, state administration
than 5 percent, or \$250,000,	more than 5 percent, or \$250,000,	funds can also be used to support and create data systems.
whichever is greater, for	whichever is greater, for	
administration of the State plan,	administration of the State plan,	
which may be used for the costs of—	which may be used for the costs of	
01—	01	
"(A) developing the State plan;	``(A) developing the State plan;	
"(B) reviewing the local plans;	``(B) reviewing a local plan;	
"(C) monitoring and avaluating		
"(C) monitoring and evaluating program effectiveness;	``(C) monitoring and evaluating	
program effectiveness,	program effectiveness;	
"(D) assuring compliance with all	``(D) assuring compliance with	
applicable Federal laws; and	all applicable Federal laws;	
"(E) providing technical	``(E) providing technical	
assistance.	assistance; and	
	``(F) supporting and developing State data systems relevant to the	
	provisions of this Act.	
"(b) MATCHING	``(b) Matching Requirement	No change.
REQUIREMENT.—Each eligible	Each eligible agency receiving	- 1.0
agency receiving funds made	funds made available under	Eligible agencies must continue to match their Perkins state admin
available under subsection (a)(3)	subsection (a)(3) shall match,	dollars with non-federal funds.
shall match, from non-Federal	from non-Federal sources and on a	
sources and on a dollar-for-dollar	dollar-for-dollar basis, the funds	
basis, the funds received under	received under subsection (a)(3).	
subsection (a)(3).		

1998	2006	Differences/Comments
"(c) RESERVE.— "(1) IN GENERAL.—From amounts made available under subsection (a)(1) to carry out this subsection, an eligible agency may award grants to eligible recipients for vocational and technical education activities described in section 135 in—  "(A) rural areas;  "(B) areas with high percentages of vocational and technical education students;  "(C) areas with high numbers of vocational and technical students; and	``(c) ReserveFrom amounts made available under subsection (a)(1) to carry out this subsection, an eligible agency may award grants to eligible recipients for career and technical education activities described in section 135 in  ``(1) rural areas;  ``(2) areas with high percentages of career and technical education students; and  ``(3) areas with high numbers of career and technical education students.	The reserve fund allows eligible agencies to distribute local funds (the 85%) in a manner other than the prescribed formulas. States are provided broad discretion on how to distribute these funds (competitively, by formula, etc.) and how to focus the funds (on a particular use of fund, high need area, etc.)
"(D) communities negatively impacted by changes resulting from the amendments made by the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 to the within State allocation under section 231 of the Carl D. Perkins Vocational and Applied Technology Education Act (as such section 231 was in effect on the day before the date of enactment of the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998).		The requirement to focus the funds on communities negatively impacted by changes to the within state allocation formula is eliminated as there was no substantive formula change in this Act.

1998	2006	Differences/Comments
"(2) SPECIAL RULE.—Each eligible agency awarding a grant under this subsection shall use the grant funds to serve at least 2 of the categories described in subparagraphs (A) through (D) of paragraph (1).		The requirement that the reserve fund must address at least two of the areas of focus is eliminated.
"SEC. 113. ACCOUNTABILITY.	"SEC. 113. ACCOUNTABILITY.	No change.
"(a) PURPOSE.—The purpose of this section is to establish a State performance accountability system, comprised of the activities described in this section, to assess the effectiveness of the State in achieving statewide progress in vocational and technical education, and to optimize the return of investment of Federal funds in vocational and technical education activities.	``(a) <i>Purpose.</i> The purpose of this section is to establish and support State and local performance accountability systems, comprised of the activities described in this section, to assess the effectiveness of the State and the eligible recipients of the State in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities.	
"(1) IN GENERAL.—Each eligible agency, with input from eligible recipients, shall establish performance measures for a State that consist of—	``(1) <b>IN GENERAL</b> Each eligible agency, with input from eligible recipients, shall establish performance measures for a State that consist of	Under Perkins IV, the performance indicators are explained in far more detail than they are in Perkins III. The performance indicators are separated for secondary and postsecondary CTE.

1998	2006	Differences/Comments
"(A) the core indicators of	``(A) the core indicators of	
performance described in	performance described in	
paragraph (2)(A);	subparagraphs (A) and (B) of	
	paragraph (2);	
"(B) any additional indicators of		
performance (if any) identified by	``(B) any additional indicators	
the eligible agency under	of performance (if any) identified	
paragraph (2)(B); and	by the eligible agency under	
	paragraph (2)(C); and	
"(C) a State adjusted level of		
performance described in	``(C) a State adjusted level of	
paragraph (3)(A) for each core	performance described in	
indicator of performance, and State	paragraph (3)(A) for each core	
levels of performance described in	indicator of performance, and	
paragraph (3)(B) for each	State levels of performance	
additional indicator of	described in paragraph (3)(B) for	
performance.	each additional indicator of	
	performance.	
"(2) INDICATORS OF	``(2) INDICATORS OF	
PERFORMANCE.—	PERFORMANCE	
"(A) CORE INDICATORS OF	``(A) CORE INDICATORS	
PERFORMANCE.—Each	OF PERFORMANCE FOR	
eligible agency shall identify in the	CAREER AND TECHNICAL	
State plan core indicators of	EDUCATION STUDENTS AT	
performance that include, at a	THE SECONDARY LEVEL	
minimum, measures of each of the	Each eligible agency shall identify	Requires the core indicators of performance to be valid and reliable.
following:	in the State plan core indicators of	<b>1</b>
	performance for career and	
	technical education students at the	
	secondary level that are valid and	
	reliable, and that include, at a	
	minimum, measures of each of the	

1998	2006	Differences/Comments
	following:	
"(i) Student attainment of challenging State established academic, and vocational and technical, skill proficiencies.	'`(i) Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act.	1S1 Academic Attainment: The state must align this performance indicator to the NCLB content and achievement standards. That means that the state must use the same assessment(s) to measure student performance and use the same level of achievement in determining whether students pass the assessment(s). However, the number of students passing the assessment(s) (AYP) does not have to be the eligible agency's performance target.
	``(ii) Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.	1S2 Technical Skill Attainment: Student attainment of technical skill proficiencies aligned with industry recognized standards, if available and appropriate.
"(ii) Student attainment of a	``(iii) Student rates of	2S1 Secondary completion: The language requires a break down of
secondary school diploma or its	attainment of each of the	the types of secondary student attainment into three categories:
recognized equivalent, a proficiency credential in	following:	diploma, GED and credential.
conjunction with a secondary	``(I) A secondary school	Congress is interested in knowing what types of secondary
school diploma, or a postsecondary	,	credentials CTE students are earning.

1998	2006	Differences/Comments
degree or credential.	diploma.	
	``(II) A General Education	
	Development (GED) credential, or	
	other State-recognized equivalent	
	(including recognized alternative standards for individuals with	
	disabilities).	
	disabilities).	
	``(III) A proficiency credential,	
	certificate, or degree, in	
	conjunction with a secondary	
	school diploma (if such credential,	
	certificate, or degree is offered by	
	the State in conjunction with a	
	secondary school diploma).	
	``(iv) Student graduation rates	2S1 Secondary graduation rates: This is a new performance
	(as described in section	indicator that requires eligible agencies to develop performance
	1111(b)(2)(C)(vi) of the	targets for high school graduation, as defined and described in
	Elementary and Secondary	NCLB.
	Education Act of 1965)	
"(iii) Placement in, retention in,	``(v) Student placement in	3S1 Secondary placement: Similar to current practice.
and completion of, postsecondary	postsecondary education or	
education or advanced training,	advanced training, in military	3S2 Secondary retention is eliminated.
placement in military service, or	service, or in employment.	
placement or retention in		
employment.		
"(iv) Student participation in and	``(vi) Student participation in	4S1 and 4S2 Non trad: Same as current practice.
completion of vocational and	and completion of career and	
technical education programs that	technical education programs that	
lead to nontraditional training and	lead to non-traditional fields.	
employment.	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
	"(B) CORE INDICATORS OF	
	PERFORMANCE FOR	

1998	2006	Differences/Comments
	CAREER AND TECHNICAL EDUCATION STUDENTS AT THE POSTSECONDARY LEVELEach eligible agency shall identify in the State plan core indicators of performance for career and technical education students at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:	While this is an entirely new section of the law, these performance indicators are all substantially similar to the way states currently report postsecondary data. The changes are:  1P1: Postsecondary academic attainment: eliminated.
	``(i) Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.	1P2: Postsecondary technical skill attainment: Similar to current practice.
	``(ii) Student attainment of an industry-recognized credential, a certificate, or a degree.	2P1: Postsecondary completion: Similar to current practice.
	``(iii) Student retention in postsecondary education or transfer to a baccalaureate degree program.	3P2: Postsecondary retention: Similar to current practice.
	"(iv) Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand	3P1: Postsecondary placement: Similar to current practice with the addition of a focus on high skill, high wage or high demand employment.

1998	2006	Differences/Comments
	occupations or professions.	
	``(v) Student participation in,	4P1 and 4P2: Similar to current practice.
	and completion of, career and	
	technical education programs that	
	lead to employment in non- traditional fields.	
"(B) ADDITIONAL	``(C) ADDITIONAL	No substantive change, however, identifies attainment of self-
INDICATORS OF	INDICATORS OF	sufficiency as an example of an additional indicator states may wish
PERFORMANCE.—An eligible	PERFORMANCEAn eligible	to consider.
agency, with input from eligible	agency, with input from eligible	to consider.
recipients, may identify in the State	recipients, may identify in the	
plan additional indicators of	State plan additional indicators of	
performance for vocational and	performance for career and	
technical education activities	technical education activities	
authorized under the title.	authorized under this title, such as	
	attainment of self-sufficiency.	
"(C) EXISTING	`(D) EXISTING	No change.
<b>INDICATORS.</b> —If a State	<b>INDICATORS</b> If a State has	
previously has developed State	developed, prior to the date of	
performance measures that meet	enactment of the Carl D. Perkins	
the requirements of this section,	Career and Technical Education	
the State may use such	Improvement Act of 2006, State	
performance measures to measure	career and technical education	
the progress of vocational and	performance measures that meet	
technical education students.	the requirements of this section (as	
	amended by such Act), the State	
	may use such performance	
	measures to measure the progress	
	of career and technical education	
((/D) CELABE DOLE I II	students.	NY I
"(D) STATE ROLE.—Indicators	``(E) <b>STATE ROLE</b> Indicators	No change.
of performance described in this	of performance described in this	
paragraph shall be established	paragraph shall be established	

1998	2006	Differences/Comments
solely by each eligible agency with	solely by each eligible agency	
input from eligible recipients.	with input from eligible recipients.	
	``(F) ALIGNMENT OF	This language was added to promote non-duplication of
	PERFORMANCE	accountability data (e.g. the IPI project). How this language is
	<b>INDICATORS</b> In the course of	interpreted by OVAE could be significant.
	developing core indicators of	
	performance and additional	
	indicators of performance, an	
	eligible agency shall, to the	
	greatest extent possible, align the	
	indicators so that substantially	
	similar information gathered for	
	other State and Federal programs,	
	or for any other purpose, is used to	
	meet the requirements of this	
(((2) ) PIPP C OF	section.	
"(3) LEVELS OF	"(3) STATE LEVELS OF	
PERFORMANCE.—	PERFORMANCE	
"(A) STATE ADJUSTED	NA) CTATE ADDICTED	
LEVELS OF PERFORMANCE	``(A) STATE ADJUSTED LEVELS OF PERFORMANCE	
FOR CORE INDICATORS OF	FOR CORE INDICATORS OF	
PERFORMANCE.—	PERFORMANCE	
I ERFORMANCE.—	I ERFORMANCE	
"(i) IN GENERAL.—Each	``(i) <b>IN GENERAL</b> Each	No substantive changes. Technical additions to accommodate the
eligible agency, with input from	eligible agency, with input from	addition of postsecondary indicators.
eligible recipients, shall establish	eligible recipients, shall establish	,
in the State plan submitted under	in the State plan submitted under	
section 122, levels of performance	section 122, levels of performance	
for each of the core indicators of	for each of the core indicators of	
performance described in	performance described in	
paragraph (2)(A) for vocational	subparagraphs (A) and (B) of	
and technical education activities	paragraph (2) for career and	
authorized under this title. The	technical education activities	
levels of performance established		

1998	2006	Differences/Comments
under this subparagraph shall, at a	authorized under this title. The	
minimum—	levels of performance established	
	under this subparagraph shall, at a	
"(I) be expressed in a percentage	minimum	
or numerical form, so as to be		
objective, quantifiable, and	``(I) be expressed in a	
measurable; and	percentage or numerical form, so	Performance targets can be percentage or numeric.
	as to be objective, quantifiable,	
"(II) require the State to	and measurable; and	
continually make progress toward		
improving the performance of	``(II) require the State to	States must continually make progress toward improving the
vocational and technical education	continually make progress toward	performance of CTE students.
students.	improving the performance of	
	career and technical education	
	students.	
"(ii) IDENTIFICATION IN	`(ii) <b>IDENTIFICATION IN</b>	No change.
THE STATE PLAN.—Each	THE STATE PLANSubject to	
eligible agency shall identify, in	section 4, each eligible agency	
the State plan submitted under	shall identify, in the State plan	
section 122, levels of performance	submitted under section 122,	
for each of the core indicators of	levels of performance for each of	
performance for the first 2 program	the core indicators of performance	
years covered by the State plan.	for the first 2 program years	
	covered by the State plan.	
"(iii) AGREEMENT ON	``(iii) AGREEMENT ON	No change.
STATE ADJUSTED LEVELS	STATE ADJUSTED LEVELS	
OF	OF PERFORMANCE FOR	
PERFORMANCE FOR FIRST 2	FIRST 2 YEARSThe Secretary	
YEARS.—The Secretary and each	and each eligible agency shall	
eligible agency shall reach	reach agreement on the levels of	
agreement on the levels of	performance for each of the core	
performance for each of the core	indicators of performance, for the	
indicators of performance, for the	first 2 program years covered by	
first 2 program years covered by	the State plan, taking into account	

1998	2006	<b>Differences/Comments</b>
the State plan, taking into account	the levels identified in the State	
the levels identified in the State	plan under clause (ii) and the	
plan under clause (ii) and the	factors described in clause (vi).	
factors described in clause (vi).	The levels of performance agreed	
The levels of performance agreed	to under this clause shall be	
to under this clause shall be	considered to be the State adjusted	
considered to be the State adjusted	level of performance for the State	
level of performance for the State	for such years and shall be	
for such years and shall be	incorporated into the State plan	
incorporated into the State plan	prior to the approval of such plan.	
prior to the approval of such plan.		
"(iv) ROLE OF THE	``(iv) <b>ROLE OF THE</b>	No change.
<b>SECRETARY.</b> —The role of the	<b>SECRETARY</b> The role of the	
Secretary in the agreement	Secretary in the agreement	
described in clauses (iii) and (v) is	described in clauses (iii) and (v) is	
limited to reaching agreement on	limited to reaching agreement on	
the percentage or number of	the percentage or number of	
students who attain the State	students who attain the State	
adjusted levels of performance.	adjusted levels of performance.	
"(v) AGREEMENT ON STATE	``(v) AGREEMENT ON STATE	Establishes the negotiation cycle, which is every two years. Allows
ADJUSTED LEVELS OF	ADJUSTED LEVELS OF	for renegotiation of performance levels <i>before</i> the 3 <sup>rd</sup> and 5 <sup>th</sup> years of
PERFORMANCE FOR 3RD,	PERFORMANCE FOR	the state plan.
4TH, AND 5TH YEARS.—Prior	SUBSEQUENT YEARSPrior	
to the third program year covered	to the third and fifth program	
by the State plan, the Secretary and	years covered by the State plan,	
each eligible agency shall reach	the Secretary and each eligible	
agreement on the State adjusted	agency shall reach agreement on	
levels of performance for each of	the State adjusted levels of	
the core indicators of performance	performance for each of the core	
for the third, fourth, and fifth	indicators of performance for the	
program years covered by the State	corresponding subsequent	
plan, taking into account the	program years covered by the	
factors described in clause (vi).	State plan, taking into account the	
The State adjusted levels of	factors described in clause (vi).	
performance agreed to under this	The State adjusted levels of	

1998	2006	Differences/Comments
clause shall be considered to be the	performance agreed to under this	
State adjusted levels of	clause shall be considered to be	
performance for the State for such	the State adjusted levels of	
years and shall be incorporated into	performance for the State for such	
the State plan.	years and shall be incorporated	
	into the State plan.	
"(vi) FACTORS.—The	``(vi) <b>FACTORS</b> The	No change.
agreement described in clause (iii)	agreement described in clause (iii)	
or (v) shall take into account—	or (v) shall take into account	
"(I) how the levels of performance		
involved compare with the State	``(I) how the levels of	
adjusted levels of performance	performance involved compare	
established for other States taking	with the State adjusted levels of	
into account factors including the	performance established for other	
characteristics of participants when	States, taking into account factors	
the participants entered the	including the characteristics of	
program and the services or	participants when the participants	
instruction to be provided; and	entered the program and the	
	services or instruction to be	
"(II) the extent to which such	provided; and	
levels of performance promote	_	
continuous improvement on the	``(II) the extent to which such	
indicators of performance by such	levels of performance promote	
State.	continuous improvement on the	
	indicators of performance by such	
	State.	
"(vii) REVISIONS.—If	``(vii) <b>REVISIONS</b> If	No change.
unanticipated circumstances arise	unanticipated circumstances arise	
in a State resulting in a significant	in a State resulting in a significant	
change in the factors described in	change in the factors described in	
clause (vi)(II), the eligible agency	clause (vi), the eligible agency	
may request that the State adjusted	may request that the State adjusted	
levels of performance agreed to	levels of performance agreed to	
under clause (iii) or (vi) be revised.	under clause (iii) or (v) be revised.	

1998	2006	Differences/Comments
The Secretary shall issue objective	The Secretary shall issue objective	
criteria and methods for making	criteria and methods for making	
such revisions.	such revisions.	
"(B) LEVELS OF	``(B) LEVELS OF	No change.
PERFORMANCE FOR	PERFORMANCE FOR	
ADDITIONAL	ADDITIONAL INDICATORS	
<b>INDICATORS.</b> — Each eligible	-Each eligible agency shall	
agency shall identify in the State	identify in the State plan State	
plan, State levels of performance	levels of performance for each of	
for each of the additional indicators	the additional indicators of	
of performance described in	performance described in	
paragraph (2)(B). Such levels shall	paragraph (2)(C). Such levels shall	
be considered to be the State levels	be considered to be the State	
of performance for purposes of this	levels of performance for purposes	
title.	of this title.	
	``(4) LOCAL LEVELS OF	
	PERFORMANCE  ``(A) LOCAL ADJUSTED LEVELS OF PERFORMANCE FOR CORE INDICATORS OF PERFORMANCE	This is an entirely new section that brings accountability down to the local level. All provisions mirror that found in the state accountability requirements. The eligible recipients are required to negotiate (every 2 years) and report on the same secondary and postsecondary measures as the eligible agency.
	"(i) IN GENERALEach eligible recipient shall agree to accept the State adjusted levels of performance established under paragraph (3) as local adjusted levels of performances, or negotiate with the State to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance described in subparagraphs (A)	Eligible recipients should accept the state levels of performance as their local adjusted levels of performance or negotiate new levels with the eligible agency.

1998	2006	Differences/Comments
	and (B) of paragraph (2) for career	
	and technical education activities	
	authorized under this title. The	
	levels of performance established	
	under this subparagraph shall, at a	
	minimum	
	``(I) be expressed in a	
	percentage or numerical form,	
	consistent with the State levels of	
	performance established under	
	paragraph (3), so as to be	
	objective, quantifiable, and	
	measurable; and	
	``(II) require the eligible	
	recipient to continually make	
	progress toward improving the	
	performance of career and	
	technical education students.	
	``(ii) <b>IDENTIFICATION IN</b>	Performance targets must be included in the local plan.
	THE LOCAL PLANEach	
	eligible recipient shall identify, in	
	the local plan submitted under	
	section 134, levels of performance	
	for each of the core indicators of	
	performance for the first 2	
	program years covered by the	
	local plan.	
	``(iii) AGREEMENT ON	Negotiations on local adjusted levels of performance will occur every
	LOCAL ADJUSTED LEVELS	two years between the eligible agency and the eligible recipient. The
	OF PERFORMANCE FOR	first set of performance targets will be included in the local plan.
	FIRST 2 YEARSThe eligible	
	agency and each eligible recipient	

1998	2006	Differences/Comments
	shall reach agreement, as	
	described in clause (i), on the	
	eligible recipient's levels of	
	performance for each of the core	
	indicators of performance for the	
	first 2 program years covered by	
	the local plan, taking into account	
	the levels identified in the local	
	plan under clause (ii) and the	
	factors described in clause (v).	
	The levels of performance agreed	
	to under this clause shall be	
	considered to be the local adjusted	
	levels of performance for the	
	eligible recipient for such years	
	and shall be incorporated into the	
	local plan prior to the approval of	
	such plan.	
	``(iv) AGREEMENT ON	Negotiations on local adjusted levels of performance will occur every
	LOCAL ADJUSTED LEVELS	two years between the eligible agency and the eligible recipient.
	OF PERFORMANCE FOR	Subsequent negotiations will take place before the 3 <sup>rd</sup> and 5 <sup>th</sup> year of
	<b>SUBSEQUENT YEARSPrior</b>	the Act's implementation.
	to the third and fifth program	
	years covered by the local plan,	
	the eligible agency and each	
	eligible recipient shall reach	
	agreement on the local adjusted	
	levels of performance for each of	
	the core indicators of performance	
	for the corresponding subsequent	
	program years covered by the	
	local plan, taking into account the	
	factors described in clause (v).	
	The local adjusted levels of	
	performance agreed to under this	

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	clause shall be considered to be	
	the local adjusted levels of	
	performance for the eligible	
	recipient for such years and shall	
	be incorporated into the local plan.	
	``(v) <b>FACTORS</b> The agreement	
	described in clause (iii) or (iv)	
	shall take into account	
	``(I) how the levels of	The eligible agency should take into consideration the characteristics
	performance involved compare	of the participants served by the eligible recipient when negotiating
	with the local adjusted levels of	performance targets.
	performance established for other	
	eligible recipients in the State,	
	taking into account factors	
	including the characteristics of	
	participants when the participants	
	entered the program and the	
	services or instruction to be	
	provided; and	
	``(II) the extent to which the	Eligible recipients must demonstrate continuous improvement
	local adjusted levels of	through their performance targets.
	performance promote continuous	
	improvement on the core	
	indicators of performance by the	
	eligible recipient.	
	``(vi) <b>REVISIONS</b> If	If certain factors are met, revisions can be made to the local adjusted
	unanticipated circumstances arise	levels of performance.
	with respect to an eligible	
	recipient resulting in a significant	The eligible agency shall issue objective criteria and methods for
	change in the factors described in	making such revisions.
	clause (v), the eligible recipient	
	may request that the local adjusted	

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	levels of performance agreed to	
	under clause (iii) or (iv) be	
	revised. The eligible agency shall	
	issue objective criteria and	
	methods for making such	
	revisions.	
	``(B) LEVELS OF	
	PERFORMANCE FOR	Additional indicators are allowed at the local level.
	ADDITIONAL INDICATORS	
	-Each eligible recipient may	
	identify, in the local plan, local	
	levels of performance for any	
	additional indicators of	
	performance described in	
	paragraph (2)(C). Such levels shall	
	be considered to be the local	
	levels of performance for purposes	
	of this title.	
	``(C) LOCAL REPORT	Requires eligible recipients to annually report to the eligible agency
		on progress in meeting negotiated levels of performance.
	``(i) <b>CONTENT OF</b>	
	<b>REPORT</b> Each eligible	This data must be disaggregated according to the next section.
	recipient that receives an	
	allocation described in section 112	
	shall annually prepare and submit	
	to the eligible agency a report,	
	which shall include the data	
	described in clause (ii)(I),	
	regarding the progress of such	
	recipient in achieving the local	
	adjusted levels of performance on	
	the core indicators of	
	performance.	
	``(ii) <b>DATA</b> Except as provided	Requires locals to disaggregate data by population groups as

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	in clauses (iii) and (iv), each eligible recipient that receives an allocation described in section 112 shall	described in NCLB and to account for achievement gaps.  The disaggregation categories include:
	``(I) disaggregate data for each of the indicators of performance under paragraph (2) for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965 and section 3(29) that are served under this Act; and  ``(II) identify and quantify any disparities or gaps in performance between any such category of students and the performance of all students served by the eligible recipient under this Act.	<ul> <li>race/ethnicity</li> <li>gender</li> <li>migrant student</li> <li>individuals with disabilities;</li> <li>individuals from economically disadvantaged families, including foster children;</li> <li>individuals preparing for non-traditional fields;</li> <li>single parents, including single pregnant women;</li> <li>displaced homemakers; and</li> <li>individuals with limited English proficiency.</li> </ul> In addition to reporting the disaggregated data, there is a reporting requirement to identify and quantify gaps in performance among the subgroups.
	"(iii) <b>NONDUPLICATION</b> The eligible agency shall ensure, in a manner that is consistent with the actions of the Secretary under subsection (c)(3), that each eligible recipient does not report duplicative information under this section.	The eligible agency must ensure that the special pops disaggregation categories and the NCLB disaggregation categories required in the paragraph above do not result in the collection of duplicate information.
	``(iv) RULES FOR REPORTING OF DATAThe disaggregation of data under clause (ii) shall not be required when the number of students in a	Exempts eligible recipients from collecting data when there are too few students to yield reliable data.

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	category is insufficient to yield	
	statistically reliable information or	
	when the results would reveal	
	personally identifiable information	
	about an individual student.	
	``(v) <b>AVAILABILITY</b> The	Performance and reporting data required under this section must be
	report described in clause (i) shall	made available to the public through multiple means, including the
	be made available to the public	Internet.
	through a variety of formats,	
	including electronically through	
	the Internet.	
"(c) REPORT.—	`(c) Report	No change. This is the language that authorizes the CAR report.
"(1) IN GENERAL.—Each	``(1) <b>IN GENERAL</b> Each	
eligible agency that receives an	eligible agency that receives an	
allotment under section 111 shall	allotment under section 111 shall	
annually prepare and submit to the	annually prepare and submit to the	
Secretary a report regarding—	Secretary a report regarding	
"(A) the progress of the State in	``(A) the progress of the State	
achieving the State adjusted levels	in achieving the State adjusted	
of performance on the core	levels of performance on the core	
indicators of performance; and	indicators of performance; and	
"(B) information on the levels of	``(B) information on the levels	
performance achieved by the State	of performance achieved by the	
with respect to the additional	State with respect to the additional	
indicators of performance,	indicators of performance,	
including the levels of performance	including the levels of	
for special populations.	performance for special	
Tor special populations.	populations.	
"(2) SPECIAL	``(2) <b>DATA</b> Except as provided	Requires the eligible agency to disaggregate data by population
POPULATIONS.—The report	in paragraphs (3) and (4), each	groups as described in NCLB and to account for achievement gaps.
submitted by the eligible agency in	eligible agency that receives an	5- 5-p. a. accession in 110222 and to account for acmerement Supple

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accordance with paragraph (1) shall include a quantifiable description of the progress special populations participating in vocational and technical education programs have made in meeting the State adjusted levels of performance established by the eligible agency.	allotment under section 111 or 201 shall  ``(A) disaggregate data for each of the indicators of performance under subsection (b)(2) for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965 and section 3(29) that are served under this Act; and  ``(B) identify and quantify any disparities or gaps in performance between any such category of students and the performance of all students served by the eligible agency under this Act, which shall include a quantifiable description of the progress each such category of students served by the eligible agency under this Act has made in meeting the State adjusted levels of performance.	The disaggregation categories include:  • race/ ethnicity • gender • migrant student • individuals with disabilities; • individuals from economically disadvantaged families, including foster children; • individuals preparing for non-traditional fields; • single parents, including single pregnant women; • displaced homemakers; and • individuals with limited English proficiency.  In addition to reporting the disaggregated data, there is a reporting requirement to identify and quantify gaps in performance among the subgroups.
	``(3) NONDUPLICATIONThe Secretary shall ensure that each eligible agency does not report duplicative information under this section.  ``(4) RULES FOR	The Secretary must ensure that the special pops disaggregation categories and the NCLB disaggregation categories required in the paragraph above do not result in the collection of duplicate information by states.  Exempts eligible agencies from collecting data when there are too
	REPORTING OF DATAThe disaggregation of data under paragraph (2) shall not be required	few students to yield reliable data.

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	when the number of students in a	
	category is insufficient to yield	
	statistically reliable information or	
	when the results would reveal	
	personally identifiable information	
	about an individual student.	
"(3) INFORMATION	``(5) <b>INFORMATION</b>	No substantive change.
<b>DISSEMINATION.</b> —The	<b>DISSEMINATION</b> The	
Secretary—	Secretary	
"(A) shall make the information	``(A) shall make the	
contained in such reports available	information contained in such	Requires the state performance and accountability data to be
to the general public;	reports available to the general	distributed to the public in a variety of ways and specifically
	public through a variety of	mentions electronic distribution through the Internet.
"(B) shall disseminate State-by-	formats, including electronically	
State comparisons of the	through the Internet;	
information; and		
	``(B) shall disseminate State-	
"(C) shall provide the appropriate	by-State comparisons of the	
committees of Congress copies of	information; and	
such reports.		
	``(C) shall provide the	
	appropriate committees of	
	Congress with copies of such	
	reports.	
"SEC. 114. NATIONAL	``SEC. 114. NATIONAL	No change.
ACTIVITIES.	ACTIVITIES.	
"(a) PROGRAM	``(a) Program Performance	
PERFORMANCE	Information	
INFORMATION.—		
	``(1) <b>IN GENERAL</b> The	
"(1) IN GENERAL.—The	Secretary shall collect	
Secretary shall collect performance	performance information about,	

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information about, and report on,	and report on, the condition of	
the condition of vocational and	career and technical education and	
technical education and on the	on the effectiveness of State and	
effectiveness of State and local	local programs, services, and	
programs, services, and activities	activities carried out under this	
carried out under this title in order	title in order to provide the	
to provide the Secretary and	Secretary and Congress, as well as	
Congress, as well as Federal, State,	Federal, State, local, and tribal	
local, and tribal agencies, with	agencies, with information	
information relevant to	relevant to improvement in the	
improvement in the quality and	quality and effectiveness of career	
effectiveness of vocational and	and technical education. The	
technical education. The Secretary	Secretary shall report annually to	
annually	Congress on the Secretary's	
shall report to Congress on the	aggregate analysis of performance	
Secretary's aggregate analysis of	information collected each year	
performance information collected	pursuant to this title, including an	
each year pursuant to this title,	analysis of performance data	
including an analysis of	regarding special populations.	
performance data regarding special		
populations.		
"(2) <b>COMPATIBILITY.</b> —The	``(2) <b>COMPATIBILITY</b> The	No change.
Secretary shall, to the extent	Secretary shall, to the extent	
feasible, ensure that the	feasible, ensure that the	
performance information system is	performance information system is	
compatible with other Federal	compatible with other Federal	
information systems.	information systems.	
"(3) ASSESSMENTS.—As a	``(3) <b>ASSESSMENTS</b> As a	No change. This language authorizes the Data on Vocational
regular part of its assessments, the	regular part of its assessments, the	Education group that has as its responsibility culling data from other
National Center for Education	National Center for Education	NCES survey data sets to articulate a national picture on CTE. For
Statistics shall collect and report	Statistics shall collect and report	more information, go to: <a href="http://nces.ed.gov/surveys/dove/">http://nces.ed.gov/surveys/dove/</a>
information on vocational and	information on career and	<u> </u>
technical education for a nationally	technical education for a	
representative sample of students.	nationally representative sample	
Such assessment may include	of students. Such assessment may	

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international comparisons.	include international comparisons	
•	in the aggregate.	
"(b) MISCELLANEOUS	``(b) Miscellaneous Provisions	No change.
PROVISIONS.—		
	``(1) COLLECTION OF	
"(1) COLLECTION OF	INFORMATION AT	
INFORMATION AT	REASONABLE COSTThe	
REASONABLE COST.—The	Secretary shall take such action as	
Secretary shall take such action as	may be necessary to secure at	
may be necessary to secure at	reasonable cost the information	
reasonable cost the information	required by this title. To ensure	
required by this title. To ensure	reasonable cost, the Secretary, in	
reasonable cost, the Secretary, in	consultation with the National	
consultation with the National	Center for Education Statistics, the	
Center for Education Statistics, the	Office of Vocational and Adult	
Office of Vocational and Adult	Education, and an entity assisted	
Education, and an entity assisted	under section 118 (if applicable),	
under section 118 shall determine	shall determine the methodology	
the methodology to be used and the	to be used and the frequency with	
frequency with which information	which information is to be	
is to be collected.	collected.	
"(2) COOPERATION OF	``(2) COOPERATION OF	No change.
<b>STATES.</b> —All eligible agencies	STATESAll eligible agencies	
receiving assistance under this Act	receiving assistance under this Act	
shall cooperate with the Secretary	shall cooperate with the Secretary	
in implementing the information	in implementing the information	
systems developed pursuant to this	systems developed pursuant to this	
Act.	Act.	
"(c) RESEARCH,	``(c) Single Plan for Research,	No change.
DEVELOPMENT,	Development, Dissemination,	
DISSEMINATION,	Evaluation, and Assessment	
EVALUATION		
AND ASSESSMENT.—	``(1) <b>IN GENERAL</b> The	
"(1) SINGLE PLAN.—	Secretary may, directly or through	

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"(A) IN GENERAL.—The	grants, contracts, or cooperative	
Secretary may, directly or through	agreements, carry out research,	
grants, contracts, or cooperative	development, dissemination,	
agreements, carry out research,	evaluation and assessment,	
development, dissemination,	capacity building, and technical	
evaluation and assessment,	assistance with regard to the	
capacity building, and technical	career and technical education	
assistance with regard to the	programs under this Act. The	
vocational and technical education	Secretary shall develop a single	
programs under this Act. The	plan for such activities.	
Secretary shall develop a single		
plan for such activities.		
"(B) PLAN.—Such plan shall—	``(2) <b>PLAN</b> Such plan shall	No change.
	1	
"(i) identify the vocational and	``(A) identify the career and	This language authorizes the National Activities administered by
technical education activities	technical education activities	OVAE.
described in subparagraph (A) the	described in paragraph (1) that the	
Secretary will carry out under this	Secretary will carry out under this	
section;	section;	
,	,	
"(ii) describe how the Secretary	``(B) describe how the	
will evaluate such vocational and	Secretary will evaluate such career	
technical education activities in	and technical education activities	
accordance with paragraph (3); and	in accordance with subsection	
	(d)(2); and	
"(iii) include such other		
information as the Secretary	``(C) include such other	
determines to be appropriate.	information as the Secretary	
	determines to be appropriate.	
"(2) INDEPENDENT	`(d) Advisory Panel; Evaluation;	Similar to current law.
ADVISORY PANEL.—The	Reports	
Secretary shall appoint an	.r.	
independent advisory panel,	``(1) INDEPENDENT	
consisting of vocational and		

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technical education administrators,	ADVISORY PANEL	
educators, researchers,		The NAVE is required to have an independent advisory panel. State
and representatives of labor	``(A) <b>IN GENERAL</b> The	Directors are required to be on the NAVE advisory panel. The list of
organizations, businesses, parents,	Secretary shall appoint an	required panel members is expanded.
guidance and counseling	independent advisory panel to	
professionals, and other relevant	advise the Secretary on the	
groups, to advise the Secretary on	implementation of the assessment	
the implementation of the	described in paragraph (2),	
assessment described in paragraph	including the issues to be	
(3), including the issues to be	addressed and the methodology of	
addressed, the methodology of the	the studies involved to ensure that	
studies involved, and the findings	the assessment adheres to the	
and recommendations resulting	highest standards of quality.	
from the assessment.		
	``(B) <b>MEMBERS</b> The	
The panel shall submit to the	advisory panel shall consist of	
Committee on Education and the		
Workforce of the House of	``(i) educators, administrators,	
Representatives, the Committee on	State directors of career and	
Labor and Human Resources of the	technical education, and chief	
Senate, and the Secretary an	executives, including those with	
independent analysis of the	expertise in the integration of	
findings and recommendations	academic and career and technical	
resulting from the assessment	education;	
described in paragraph (3). The		
Federal Advisory Committee Act	``(ii) experts in evaluation,	
(5 U.S.C. App.) shall not apply to	research, and assessment;	
the panel established under this		
subsection.	``(iii) representatives of labor	
	organizations and businesses,	
	including small businesses,	
	economic development entities,	
	and workforce investment entities;	

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	``(iv) parents;	
	``(v) career guidance and	
	academic counseling	
	professionals; and	
	``(vi) other individuals and	
	intermediaries with relevant	
	expertise.	
	``(C) INDEPENDENT	Same as current law.
	<b>ANALYSIS</b> The advisory panel	
	shall transmit to the Secretary, the	The NAVE findings must be sent to the Secretary of Education,
	relevant committees of Congress,	relevant Congressional Committees, and the Library of Congress.
	and the Library of Congress an	
	independent analysis of the	
	findings and recommendations	
	resulting from the assessment	
	described in paragraph (2).	
	``(D) <b>FACA</b> The Federal	No change.
	Advisory Committee Act (5	
	U.S.C. App.) shall not apply to the	
	panel established under this	
	paragraph.	
"(3) EVALUATION AND	``(2) EVALUATION AND	No change. The NAVE focuses on both an analysis of the
ASSESSMENT.—	ASSESSMENT	implementation of the Perkins Act (Perkins IV) as well as addresses
		the state of the enterprise of CTE.
"(A) IN GENERAL.—From	``(A) <b>IN GENERAL</b> From	
amounts made available under	amounts made available under	
paragraph (8), the Secretary shall	subsection (e), the Secretary shall	For information on the NAVE findings from Perkins III, go to:
provide for the conduct of an	provide for the conduct of an	http://www.ed.gov/rschstat/eval/sectech/nave/navefinal.pdf
independent evaluation and	independent evaluation and	
assessment of vocational and	assessment of career and technical	or <a href="http://www.careertech.org/uploaded_files/NAVE_Summary.doc">http://www.careertech.org/uploaded_files/NAVE_Summary.doc</a>
technical education programs	education programs under this	
under this Act through studies and	Act, including the implementation	

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analyses conducted independently	of the Carl D. Perkins Career and	
through grants, contracts, and	Technical Education Improvement	
cooperative agreements that are	Act of 2006, to the extent	
awarded on a competitive basis.	practicable, through studies and	
	analyses conducted independently	
	through grants, contracts, and	
	cooperative agreements that are	
	awarded on a competitive basis.	
"(B) CONTENTS.—The	``(B) <b>CONTENTS</b> The	No change.
assessment required under	assessment required under	
paragraph (1) shall include	subparagraph (A) shall include	
descriptions and evaluations of—	descriptions and evaluations of	
"(i) the extent to which State,	``(i) the extent to which State,	
local, and tribal entities have	local, and tribal entities have	
developed, implemented, or	developed, implemented, or	
improved State and local	improved State and local career	
vocational and technical education	and technical education programs	
programs and the effect of	assisted under this Act;	
programs assisted under this Act	assisted under this rice,	
on that development,		
implementation, or improvement,		
including the capacity of State,		
tribal, and local vocational and		
technical education systems to		
achieve the purpose of this Act;		
"(ii) the extent to which		Clause ii in Perkins III is eliminated and instead incorporated into a
expenditures at the Federal, State,		streamlined clause i.
tribal, and local levels address		
program improvement in		
vocational and technical education,		
including the impact of Federal		
allocation requirements (such as		
within-State allocation formulas)		
on the delivery of services;		

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"(iii) the preparation and	``(ii) the preparation and	No substantive change.
qualifications of teachers of	qualifications of teachers and	
vocational and technical, and	faculty of career and technical	
academic, curricula in vocational	education (such as meeting State	
and technical education programs,	established teacher certification or	
as well as shortages of such	licensing requirements), as well as	
teachers;	shortages of such teachers and	
	faculty;	
"(v) academic and employment	``(iii) academic and career and	
outcomes of vocational and	technical education achievement	
technical education, including	and employment outcomes of	
analyses of—	career and technical education,	
	including analyses of	
"(I) the number of vocational and		
technical education students and	``(I) the extent and success of	
tech-prep students who meet State	the integration of rigorous and	
adjusted levels of performance;	challenging academic and career	
	and technical education for	
"(II) the extent and success of	students participating in career	
integration of academic, and	and technical education programs,	
vocational and technical, education	including a review of the effect of	
for students participating in	such integration on the academic	
vocational and technical education	and technical proficiency	
programs; and	achievement of such students	
	(including the number of such	
"(III) the extent to which	students receiving a secondary	
vocational and technical education	school diploma); and	
programs prepare students for		
subsequent employment in high-	``(II) the extent to which career	Adds a new emphasis on CTE programs that prepare individuals for
wage, high-skill careers or	and technical education programs	high skill, high wage careers specifically calling out those that
participation in postsecondary	prepare students, including special	require math and science skills.
education;	populations, for subsequent	
	employment in high skill, high	
	wage occupations (including those	
	in which mathematics and science	

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	skills are critical), or for participation in postsecondary education;	
"(vi) employer involvement in, and satisfaction with, vocational and technical education programs;	`(iv) employer involvement in, and satisfaction with, career and technical education programs and career and technical education students' preparation for employment;	Adds a provision that addresses program success in preparing students for employment.
"(iv) participation of students in vocational and technical education programs;	`(v) the participation of students in career and technical education programs;	No change.
"(vii) the use and impact of educational technology and distance learning with respect to vocational and technical education and tech-prep programs; and	``(vi) the use of educational technology and distance learning with respect to career and technical education and tech prep programs; and	No change.
"(viii) the effect of State adjusted levels of performance and State levels of performance on the delivery of vocational and technical education services.	"(vii) the effect of State and local adjusted levels of performance and State and local levels of performance on the delivery of career and technical education services, including the percentage of career and technical education and tech prep students meeting the adjusted levels of performance described in section 113.	This provision is similar to Perkins III with the addition of what percentage of CTE and Tech Prep students are meeting the adjusted levels of performance.
"(i) IN GENERAL.—The Secretary shall submit to the Committee on Education and the	``(i) IN GENERALThe Secretary shall submit to the	The Secretary of Education must make an interim report before January 1, 2010 and a final report before July 1, 2011.

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Workforce of the House of	relevant committees of Congress	
Representatives and the Committee		
on	``(I) an interim report regarding	
Labor and Human Resources of the	the assessment on or before	
Senate—	January 1, 2010; and	
"(I) an interim report regarding the	``(II) a final report,	
assessment on or before January 1,	summarizing all studies and	
2002; and	analyses that relate to the	
2002, and	assessment and that are completed	
"(II) a final report, summarizing	after the interim report, on or	
all studies and analyses that relate	before July 1, 2011.	
to the assessment and that are	before July 1, 2011.	
completed after the assessment, on		
or before July 1, 2002.		
"(ii) PROHIBITION.—	``(ii) <b>PROHIBITION</b>	No change.
Notwithstanding any other	Notwithstanding any other	110 change.
provision of law, the reports	provision of law, the reports	
required by this subsection shall	required by this subsection shall	
not be subject to any review	not be subject to any review	
outside the Department of	outside the Department of	
Education before their transmittal	Education before their transmittal	
to the Committee on Education and	to the relevant committees of	
the Workforce of the House of	Congress and the Secretary, but	
Representatives, the Committee on	the President, the Secretary, and	
Labor and Human Resources of the	the independent advisory panel	
Senate, and the Secretary, but the	established under paragraph (1)	
President, the Secretary, and the	may make such additional	
independent advisory panel	recommendations to Congress	
established under paragraph (2)	with respect to the assessment as	
may make such additional	the President, the Secretary, or the	
recommendations to Congress with	panel determine to be appropriate.	
respect to the assessment as the		
President, the Secretary, or the		
panel determine to be appropriate.		

``(3) COLLECTION OF	Differences/Comments
STATE INFORMATION AND REPORT	No change.
``(A) IN GENERALThe Secretary may collect and disseminate information from States regarding State efforts to meet State adjusted levels of performance described in section 113(b).	
"(B) <b>REPORT</b> The Secretary shall gather any information collected pursuant to subparagraph (A) and submit a report to the relevant committees in Congress.	
``(4) <b>RESEARCH</b>	This language authorizes the National Research Center. The
"(A) IN GENERALFrom amounts made available under subsection (e), the Secretary, after consulting with the States, shall award a grant, contract, or cooperative agreement, on a competitive basis, to an institution of higher education, a public or private nonprofit organization or agency, or a consortium of such institutions, organizations, or	language allows for only one center, as opposed to Perkins III which allows for more than one center.  Throughout the National Research Center language, there is a consistent focus on both scientifically based research and evaluation. This focus encourages the Center's work to be more rigorous research studies that are typically longitudinal in nature but also by virtue of the use of the term "evaluation" the Center can also engage in more flexible, shorter term studies that analyze the impact of programs, interventions, etc.
	"(A) IN GENERALThe Secretary may collect and disseminate information from States regarding State efforts to meet State adjusted levels of performance described in section 113(b).  "(B) REPORTThe Secretary shall gather any information collected pursuant to subparagraph (A) and submit a report to the relevant committees in Congress.  "(4) RESEARCH  "(A) IN GENERALFrom amounts made available under subsection (e), the Secretary, after consulting with the States, shall award a grant, contract, or cooperative agreement, on a competitive basis, to an institution of higher education, a public or private nonprofit organization or agency, or a consortium of such

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	research center	
"(i) to carry out research for the purpose of developing, improving, and identifying the most successful methods for successfully addressing the education, employment, and training needs of participants in vocational and technical education programs, including research and evaluation in such activities as—	``(i) to carry out scientifically based research and evaluation for the purpose of developing, improving, and identifying the most successful methods for addressing the education, employment, and training needs of participants, including special populations, in career and technical education programs, including research and evaluation in such activities as	New language calls attention to ensuring the research highlights the needs of special populations.
"(I) the integration of vocational	``(I) the integration of	No change.
and technical instruction, and		
academic, secondary and	``(aa) career and technical	
postsecondary instruction;	instruction; and	
	``(bb) academic, secondary and postsecondary instruction;	
"(II) education technology and	``(II) education technology and	No change.
distance learning approaches and	distance learning approaches and	
strategies that are effective with	strategies that are effective with	
respect to vocational and technical	respect to career and technical	
education;	education;	
"(III) State adjusted levels of	``(III) State adjusted levels of	No change.
performance and State levels of	performance and State levels of	
performance that serve to improve	performance that serve to improve	
vocational and technical education	career and technical education	
programs and student achievement;	programs and student	
and	achievement;	
"(IV) academic knowledge and	``(IV) academic knowledge and	No change.
vocational and technical skills	career and technical skills required	
required for employment or	for employment or participation in	

1998	2006	Differences/Comments
participation in postsecondary education;	postsecondary education; and	
	``(V) preparation for occupations in high skill, high wage, or high demand business and industry, including examination of  ``(aa) collaboration between career and technical education programs and business and industry; and	A new provision is added to require research on how well CTE is preparing participants for "high skill, high wage, or high demand" jobs. The provision specifically requires an examination of collaboration between CTE and the employer community and the specific academic and technical skills needed to support a "regional or sectoral" workforce.
	"(bb) academic and technical skills required for a regional or sectoral workforce, including small business;	
"(ii) to carry out research to increase the effectiveness and improve the implementation of vocational and technical education	"(ii) to carry out scientifically based research and evaluation to increase the effectiveness and improve the implementation of	New language requires the research to focus on how well CTE is integrating and aligning technical content with rigorous and challenging academic standards.
programs, including conducting research and development, and studies, providing longitudinal information or formative evaluation with respect to	career and technical education programs that are integrated with coherent and rigorous content aligned with challenging academic standards, including conducting	Further, the language calls attention to the importance of longitudinal information and formative evaluations regarding CTE program and student achievement.
vocational and technical education programs and student achievement;	research and development, and studies, that provide longitudinal information or formative evaluation with respect to career and technical education programs and student achievement;	
"(iii) to carry out research that can be used to improve teacher training and learning in the vocational and	``(iii) to carry out scientifically based research and evaluation that can be used to improve the	This language expands the audience of the research and professional development to include CTE professionals beyond teachers and faculty.

1998	2006	Differences/Comments
technical education classroom,	preparation and professional	
including—	development of teachers, faculty,	
	and administrators, and to improve	
	student learning in the career and	
	technical education classroom,	
	including	
"(I) effective in-service and pre-	``(I) effective in-service and pre-	In addition to a focus on research informing in-service and pre-
service teacher education that	service teacher and faculty	service teacher and faculty education programs, this new provision
assists vocational and technical	education that assists career and	also calls attention to helping CTE professionals learn how to better
education systems; and	technical education programs in	integrate academic (NCLB) and technical content, and help
		coordinate their curricula with industry-recognized certification
	``(aa) integrating those	requirements.
	programs with academic content	
	standards and student academic	
	achievement standards, as adopted	
	by States under section 1111(b)(1)	
	of the Elementary and Secondary	
	Education Act of 1965; and	
	``(bb) coordinating technical	
	education with industry-	
	recognized certification	
	requirements;	
"(II) dissemination and training	``(II) dissemination and training	No change.
activities related to the applied	activities related to the applied	
research and demonstration	research and demonstration	
activities described in this	activities described in this	
subsection, which may also include	subsection, which may also	
serving as a repository for	include serving as a repository for	
information on vocational and	information on career and	
technical skills, State academic	technical skills, State academic	
standards, and related materials;	standards, and related materials;	
and	and	
	``(III) the recruitment and	This new provision requires research that addresses teacher

1998	2006	Differences/Comments
	retention of career and technical	recruitment and retention, with special focus on underrepresented
	education teachers, faculty,	groups.
	counselors, and administrators,	
	including individuals in groups	
	underrepresented in the teaching	
	profession; and	
"(iv) to carry out such other	``(iv) to carry out such other	No change.
research as the Secretary	research and evaluation, consistent	
determines appropriate to assist	with the purposes of this Act, as	
State and local recipients of funds	the Secretary determines	
under this Act.	appropriate to assist State and	
	local recipients of funds under this	
	Act.	
"(B) <b>REPORT.</b> —The center or	``(B) <b>REPORT</b> The center	No change.
centers conducting the activities	conducting the activities described	
described in subparagraph (A)	in subparagraph (A) shall annually	
shall annually prepare a report of	prepare a report of the key	
key research findings of such	research findings of such center	
center or centers and shall submit	and shall submit copies of the	
copies of the report to the	report to the Secretary, the	
Secretary, the Committee on	relevant committees of Congress,	
Education and the Workforce of	the Library of Congress, and each	
the House of Representatives, the	eligible agency.	
Committee on Labor and Human		
Resources of the Senate, the		
Library of Congress, and each		
eligible agency.		
"(C) <b>DISSEMINATION.</b> —The	``(C) <b>DISSEMINATION</b> The	No change.
center or centers shall conduct	center shall conduct dissemination	
dissemination and training	and training activities based upon	
activities based upon the research	the research described in	
described in subparagraph (A).	subparagraph (A).	
"(6) DEMONSTRATIONS AND	``(5) DEMONSTRATIONS	No change.
DISSEMINATION.—	AND DISSEMINATIONThe	

1998	2006	Differences/Comments
"(A) DEMONSTRATION	Secretary is authorized to carry	This language allows the Secretary to authorize National Activities
<b>PROGRAM.</b> —The Secretary is	out demonstration career and	that promote sharing of best practices and to provide technical
authorized to carry out	technical education programs, to	assistance to states.
demonstration vocational and	replicate model career and	
technical education programs, to	technical education programs, to	
replicate model vocational and	disseminate best practices	
technical education programs, to	information, and to provide	
disseminate best practices	technical assistance upon request	
information, and to provide	of a State, for the purposes of	
technical assistance upon request	developing, improving, and	
of a State, for the purposes of	identifying the most successful	
developing, improving, and	methods and techniques for	
identifying the most successful	providing career and technical	
methods and techniques for	education programs assisted under	
providing vocational and technical	this Act.	
education programs assisted under		
this Act.		
"(B) DEMONSTRATION		Demonstration partnership is eliminated.
PARTNERSHIP.—		
"(i) IN GENERAL.—The		
Secretary shall carry out a		
demonstration partnership project		
involving a 4-year, accredited		
postsecondary institution, in		
cooperation with local public		
education organizations, volunteer		
groups, and private sector business		
participants to provide program		
support, and facilities for		
education, training, tutoring,		
counseling, employment		
preparation, specific skills training		
in emerging and established		
professions, and for retraining of		
military medical personnel,		

1998	2006	Differences/Comments
individuals displaced by corporate		
or military restructuring, migrant		
workers, as well as other		
individuals who otherwise do not		
have access to such services,		
through multisite, multistate		
distance learning technologies.		
"(ii) PROGRAM.—Such program		
may be carried out directly or		
through grants, contracts,		
cooperative agreements, or through		
the national center or centers		
established under paragraph (5).		
"(7) <b>DEFINITION.</b> —In this		Demonstration partnership is eliminated.
section, the term 'institution of		
higher education' has the meaning		
given the term in section 101 of the		
Higher Education Act of 1965.		
"(8) AUTHORIZATION OF	``(e) Authorization of	Authorizes appropriations for National Activities (NAVE, National
<b>APPROPRIATIONS.</b> —There are	AppropriationsThere are	Center and OVAE National Programs) for 2007-2012.
authorized to be appropriated to	authorized to be appropriated to	
carry out this section such sums as	carry out this section such sums as	
may be necessary for fiscal year	may be necessary for each of	
1999 and each of the 4 succeeding	fiscal years 2007 through 2012.	
fiscal years.		
"SEC. 115. ASSISTANCE FOR	"SEC. 115. ASSISTANCE FOR	• Increases grant to Guam by \$160,000.
THE OUTLYING AREAS.	THE OUTLYING AREAS.	Increases grant to American Samoa and Mariana Islands by
"(a) OUTLYING AREAS.—		\$160,000.
<b>From</b> funds reserved pursuant to	``(a) Outlying AreasFrom	Makes a grant to Palau for \$160,000.
section 111(a)(1)(A), the Secretary	funds reserved pursuant to section	,
shall—	111(a)(1)(A), the Secretary shall	
"(1) make a grant in the amount of	_	
\$500,000 to Guam; and	``(1) make a grant in the	
"(2) make a grant in the amount of		

1998	2006	Differences/Comments
\$190,000 to each of American	amount of \$660,000 to Guam;	
Samoa and the Commonwealth of		
the Northern Mariana Islands.	``(2) make a grant in the	
	amount of \$350,000 to each of	
	American Samoa and the	
	Commonwealth of the Northern	
	Mariana Islands; and	
	``(3) make a grant of \$160,000	
	to the Republic of Palau, subject	
	to subsection (d).	
"(b) REMAINDER.—Subject to	``(b) Remainder	No change for the first year.
the provisions of subsection (a),		
the Secretary shall make a grant of	``(1) <b>FIRST YEAR</b> Subject	
the remainder of funds reserved	to subsection (a), for the first	
pursuant to section 111(a)(1)(A) to	fiscal year following the date of	
the Pacific Region Educational	enactment of the Carl D. Perkins	
Laboratory in Honolulu, Hawaii, to	Career and Technical Education	
make grants for vocational and	Improvement Act of 2006, the	
technical education and training in	Secretary shall make a grant of the	
Guam, American Samoa, the	remainder of funds reserved	
Commonwealth of the Northern	pursuant to section 111(a)(1)(A)	
Mariana Islands, the Republic of	to the Pacific Region Educational	
the Marshall Islands, the Federated	Laboratory in Honolulu, Hawaii,	
States of Micronesia, and the	to make grants for career and	
Republic of Palau, for the purpose	technical education and training in	
of providing direct vocational and	Guam, American Samoa, and the	
technical educational services,	Commonwealth of the Northern	
including—	Mariana Islands, for the purpose	
((/1), 1 1 1 1	of providing direct career and	
"(1) teacher and counselor training	technical educational services,	
and retraining;	including	
"(2) curriculum development; and	``(A) teacher and counselor	

1998	2006	<b>Differences/Comments</b>
"(3) the improvement of	training and retraining;	
vocational and technical education		
and training programs in secondary	``(B) curriculum development;	
schools and institutions of higher	and	
education, or improving		
cooperative education programs	``(C) the improvement of career	
involving both secondary schools	and technical education and	
and institutions of higher	training programs in secondary	
education.	schools and institutions of higher	
	education, or improving	
	cooperative education programs	
	involving secondary schools and	
	institutions of higher education.	
	``(2) SUBSEQUENT YEARS	In subsequent years, if remainder funds are distributed, the same
	Subject to subsection (a), for the	principles apply to Guam, American Samoa and the Commonwealth
	second fiscal year following the	of the Northern Mariana Islands.
	date of enactment of the Carl D.	
	Perkins Career and Technical	
	Education Improvement Act of	
	2006, and each subsequent year,	
	the Secretary shall make a grant of	
	the remainder of funds reserved	
	pursuant to section 111(a)(1)(A)	
	and subject to subsection (a), in	
	equal proportion, to each of	
	Guam, American Samoa, and the	
	Commonwealth of the Northern	
	Mariana Islands, to be used to	
	provide direct career and technical	
	educational services as described	
	in subparagraphs (A) through (C)	
	of paragraph (1).	
"(c) <b>LIMITATION.</b> —The Pacific	``(c) <i>Limitation</i> The Pacific	No change.
Region Educational Laboratory	Region Educational Laboratory	

1998	2006	Differences/Comments
may use not more than 5 percent of	may use not more than 5 percent	
the funds received under	of the funds received under	
subsection (b) for administrative	subsection (b)(1) for	
costs. "(d) RESTRICTION.—	administrative costs.	The Depublic of Delevis inclinible for receiving these funds if they
Notwithstanding any other	`(d) <i>Restriction</i> The Republic of Palau shall cease to be eligible to	The Republic of Palau is ineligible for receiving these funds if they enter into an agreement extending U.S. education assistance under
provision of law, the Republic of	receive funding under this section	the Compact of Free Association, unless otherwise specified in the
the Marshall Islands, the Federated	upon entering into an agreement	agreement.
States of Micronesia, and the	for an extension of United States	agreement.
Republic of Palau shall not receive	educational assistance under the	The Republic of the Marshall Islands and the Federated States of
any funds under this title for any	Compact of Free Association,	Micronesia are removed from this restriction.
fiscal year that begins after	unless otherwise provided in such	
September 30, 2001.	agreement.	
"SEC. 116. NATIVE	``SEC. 116. NATIVE	No change.
AMERICAN PROGRAM.	AMERICAN PROGRAMS.	
"(a) <b>DEFINITIONS.</b> —In this	``(a) <i>Definitions</i> In this	
section:	section:	
"(1) ALASKA NATIVE.—The	``(1) <b>ALASKA NATIVE</b> The	
term 'Alaska Native' means a	term `Alaska Native' means a	
Native as such term is defined in	Native as such term is defined in	
section 3 of the Alaska Native	section 3 of the Alaska Native	
Claims Settlement Act (43 U.S.C.	Claims Settlement Act (43 U.S.C.	
1602(b)).	1602).	
"(2) BUREAU FUNDED	``(2) BUREAU-FUNDED	
SCHOOL.—The term 'Bureau	SCHOOLThe term `Bureau-	
funded school' has the meaning	funded school' has the meaning	
given the term in section 1146 of	given the term in section 1141 of	
the Education Amendments of	the Education Amendments of	
1978 (25 U.S.C. 2026).	1978 (25 U.S.C. 2021).	
	,	
"(3) INDIAN, INDIAN TRIBE, AND TRIBAL	``(3) <b>INDIAN, INDIAN</b>	

1998	2006	<b>Differences/Comments</b>
ORGANIZATION.—	TRIBE, AND TRIBAL	
The terms 'Indian', 'Indian tribe',	<b>ORGANIZATION</b> The terms	
and 'tribal organization' have the	`Indian', `Indian tribe', and `tribal	
meanings given the terms in	organization' have the meanings	
section 4 of the Indian Self-	given the terms in section 4 of the	
Determination and Education	Indian Self-Determination and	
Assistance Act (25 U.S.C. 450b).	Education Assistance Act (25	
	U.S.C. 450b).	
"(4) NATIVE HAWAIIAN.—The	·	
term 'Native Hawaiian' means any	``(4) NATIVE HAWAIIAN	
individual any of whose ancestors	The term `Native Hawaiian' means	
were natives, prior to 1778, of the	any individual any of whose	
area which now comprises the	ancestors were natives, prior to	
State of Hawaii.	1778, of the area which now	
	comprises the State of Hawaii.	
"(5) NATIVE HAWAIIAN		
ORGANIZATION.—The term	``(5) NATIVE HAWAIIAN	
'Native Hawaiian organization' has	<b>ORGANIZATION</b> The term	
the meaning given the term in	`Native Hawaiian organization'	
section 9212 of the Native	has the meaning given the term in	
Hawaiian Education Act (20	section 7207 of the Native	
U.S.C.	Hawaiian Education Act (20	
7912)	U.S.C. 7517).	
"(b) PROGRAM	``(b) Program Authorized	No change.
AUTHORIZED.—		
	``(1) <b>AUTHORITY</b> From	
"(1) <b>AUTHORITY.</b> —From funds	funds reserved under section	
reserved under section	111(a)(1)(B)(i), the Secretary shall	
111(a)(1)(B)(i), the Secretary shall	make grants to or enter into	
make grants to and enter into	contracts with Indian tribes, tribal	
contracts with Indian tribes, tribal	organizations, and Alaska Native	
organizations, and Alaska Native	entities to carry out the authorized	
entities to carry out the authorized	programs described in subsection	
programs described in subsection	(c), except that such grants or	
(d), except that such grants or	contracts shall not be awarded to	

1998	2006	<b>Differences/Comments</b>
contracts shall not be awarded to	secondary school programs in	
secondary school programs in	Bureau-funded schools.	
Bureau funded schools.		
"(2) INDIAN TRIBES AND	``(2) INDIAN TRIBES AND	No change.
TRIBAL ORGANIZATIONS.—	TRIBAL ORGANIZATIONS	
The grants or contracts described	The grants or contracts described	
in this section (other than in	in this section that are awarded to	
subsection (i)) that are awarded to	any Indian tribe or tribal	
any Indian tribe or tribal	organization shall be subject to the	
organization shall be subject to the	terms and conditions of section	
terms and conditions of section 102	102 of the Indian Self-	
of the Indian Self-Determination	Determination Act (25 U.S.C.	
Act (25 U.S.C. 450f) and shall be	450f) and shall be conducted in	
conducted in accordance with the	accordance with the provisions of	
provisions of sections 4, 5, and 6 of	sections 4, 5, and 6 of the Act of	
the Act of April 16, 1934, which	April 16, 1934 (25 U.S.C. 455-	
are relevant to the programs	457), which are relevant to the	
administered under this subsection.	programs administered under this	
	subsection.	
"(3) SPECIAL AUTHORITY	``(3) SPECIAL AUTHORITY	No change.
RELATING TO SECONDARY	RELATING TO SECONDARY	
SCHOOLS OPERATED OR	SCHOOLS OPERATED OR	
SUPPORTED BY THE	SUPPORTED BY THE	
BUREAU OF INDIAN	BUREAU OF INDIAN	
<b>AFFAIRS.</b> —An Indian tribe, a	<b>AFFAIRS</b> An Indian tribe, a	
tribal organization, or an Alaska	tribal organization, or an Alaska	
Native entity, that receives funds	Native entity, that receives funds	
through a grant made or contract	through a grant made or contract	
entered into under paragraph (1)	entered into under paragraph (1)	
may use the funds to provide	may use the funds to provide	
assistance to a secondary school	assistance to a secondary school	
operated or supported by the	operated or supported by the	
Bureau of Indian Affairs to enable	Bureau of Indian Affairs to enable	
such school to carry out vocational	such school to carry out career and	
and technical education programs.	technical education programs.	

1998	2006	<b>Differences/Comments</b>
"(4) MATCHING.—If sufficient	``(4) MATCHINGIf sufficient	No change.
funding is available, the Bureau of	funding is available, the Bureau of	
Indian Affairs shall expend an	Indian Affairs shall expend an	
amount equal to the amount made	amount equal to the amount made	
available under this subsection,	available under this subsection,	
relating to programs for Indians, to	relating to programs for Indians,	
pay a part of the costs of programs	to pay a part of the costs of	
funded under this subsection.	programs funded under this	
During each fiscal year the Bureau	subsection. During each fiscal	
of Indian Affairs shall expend not	year the Bureau of Indian Affairs	
less than the amount expended	shall expend not less than the	
during the prior fiscal year on	amount expended during the prior	
vocational and technical education	fiscal year on career and technical	
programs, services, and technical	education programs, services, and	
activities administered either	technical activities administered	
directly by, or under contract with,	directly by, or under contract with,	
the Bureau of Indian Affairs,	the Bureau of Indian Affairs,	
except that in no year shall funding	except that in no year shall	
for such programs, services, and	funding for such programs,	
activities be provided from	services, and activities be	
accounts and programs that support	provided from accounts and	
other Indian education programs.	programs that support other Indian	
The Secretary and the Assistant	education programs. The	
Secretary of the Interior for Indian	Secretary and the Assistant	
Affairs shall prepare jointly a plan	Secretary of the Interior for Indian	
for the expenditure of funds made	Affairs shall prepare jointly a plan	
available and for the evaluation of	for the expenditure of funds made	
programs assisted under this	available and for the evaluation of	
subsection. Upon the completion of	programs assisted under this	
a joint plan for the expenditure of	subsection. Upon the completion	
the funds and the evaluation of the	of a joint plan for the expenditure	
programs, the Secretary shall	of the funds and the evaluation of	
assume responsibility for the	the programs, the Secretary shall	
administration of the program, with	assume responsibility for the	
the assistance and consultation of	administration of the program,	

1998	2006	Differences/Comments
the Bureau of Indian Affairs.	with the assistance and	
	consultation of the Bureau of	
	Indian Affairs.	
"(5) <b>REGULATIONS.</b> —If the	``(5) <b>REGULATIONS</b> If the	No change.
Secretary promulgates any	Secretary promulgates any	
regulations applicable to	regulations applicable to	
subsection (b)(2), the Secretary	paragraph (2), the Secretary shall	
shall—		
(///	``(A) confer with, and allow for	
"(A) confer with, and allow for	active participation by,	
active participation by,	representatives of Indian tribes,	
representatives of Indian tribes,	tribal organizations, and	
tribal organizations, and individual	individual tribal members; and	
tribal members; and	N/D)	
"(B) promulgate the regulations	"(B) promulgate the regulations	
under subchapter III of chapter 5 of	under subchapter III of chapter 5 of title 5, United States Code,	
title 5, United States Code,	commonly known as the	
commonly known as the	`Negotiated Rulemaking Act of	
"Negotiated Rulemaking Act of	1990'.	
1990''.	1990.	
"(6) APPLICATION.—Any	`(6) <b>APPLICATION</b> Any	No change.
Indian tribe, tribal organization, or	Indian tribe, tribal organization, or	
Bureau funded school eligible to	Bureau-funded school eligible to	
receive assistance under subsection	receive assistance under this	
(b) may apply individually or as	subsection may apply individually	
part of a consortium with another	or as part of a consortium with	
such Indian tribe, tribal	another such Indian tribe, tribal	
organization, or Bureau funded	organization, or Bureau-funded	
school.	school.	
"(c) AUTHORIZED	``(c) Authorized Activities	No change.
ACTIVITIES.—		
(//1) / / / / / / / / / / / / / / / / / /	``(1) AUTHORIZED	
"(1) AUTHORIZED	PROGRAMSFunds made	

1998	2006	Differences/Comments
PROGRAMS.—Funds made	available under this section shall	
available under this section shall be	be used to carry out career and	
used to carry out vocational and	technical education programs	
technical education programs	consistent with the purpose of this	
consistent with the purpose of this	Act.	
Act.		
	``(2) <b>STIPENDS</b>	
"(2) <b>STIPENDS.</b> —	,	
	``(A) <b>IN GENERAL</b> Funds	
"(A) IN GENERAL.—Funds	received pursuant to grants or	
received pursuant to grants or	contracts awarded under	
contracts awarded under subsection	subsection (b) may be used to	
(b) may be used to provide	provide stipends to students who	
stipends to students who are	are enrolled in career and	
enrolled in vocational and	technical education programs and	
technical education programs and	who have acute economic needs	
who have acute economic needs	which cannot be met through	
which cannot be met through	work-study programs.	
work-study programs.		
	``(B) AMOUNTStipends	
"(B) AMOUNT.—Stipends	described in subparagraph (A)	
described in subparagraph (A)	shall not exceed reasonable	
shall not exceed reasonable	amounts as prescribed by the	
amounts as prescribed by the	Secretary.	
Secretary.		
"(d) GRANT OR CONTRACT	``(d) Grant or Contract	No change.
<b>APPLICATION.</b> —In order to	ApplicationIn order to receive a	
receive a grant or contract under	grant or contract under this	
this section an organization, tribe,	section, an organization, tribe, or	
or entity described in subsection	entity described in subsection (b)	
(b) shall submit an application to	shall submit an application to the	
the Secretary that shall include an	Secretary that shall include an	
assurance that such organization,	assurance that such organization,	
tribe, or entity shall comply with	tribe, or entity shall comply with	
the requirements of this section.	the requirements of this section.	

1998	2006	Differences/Comments
"(e) RESTRICTIONS AND	``(e) Restrictions and Special	No change.
SPECIAL	ConsiderationsThe Secretary	
CONSIDERATIONS.—The	may not place upon grants	
Secretary may not place upon	awarded or contracts entered into	
grants awarded or contracts entered	under subsection (b) any	
into under subsection (b) any	restrictions relating to programs	
restrictions relating to programs	other than restrictions that apply to	
other than restrictions that apply to	grants made to or contracts	
grants made to or contracts entered	entered into with States pursuant	
into with States pursuant to	to allotments under section 111(a).	
allotments under section 111(a).	The Secretary, in awarding grants	
The Secretary, in awarding grants	and entering into contracts under	
and entering into contracts under	this section, shall ensure that the	
this paragraph, shall ensure that the	grants and contracts will improve	
grants and contracts will improve	career and technical education	
vocational and technical education	programs, and shall give special	
programs, and shall give special	consideration to	
consideration to—		
	``(1) programs that involve,	
"(1) programs that involve,	coordinate with, or encourage	
coordinate with, or encourage	tribal economic development	
tribal economic development	plans; and	
plans; and		
((0) 1: (: ( (1) 1)	``(2) applications from tribally	
"(2) applications from tribally	controlled colleges or universities	
controlled colleges or universities	that	
that—	(A) and acomodited an ana	
"(A) are accredited or are	``(A) are accredited or are candidates for accreditation by a	
candidates for accreditation by a	nationally recognized	
nationally recognized accreditation	accreditation organization as an	
organization as an institution of	institution of postsecondary career	
postsecondary vocational and	and technical education; or	
technical education; or	and technical education, of	
terminal cascallon, or	``(B) operate career and	

1998	2006	Differences/Comments
"(B) operate vocational and	technical education programs that	
technical education programs that	are accredited or are candidates	
are accredited or are candidates for	for accreditation by a nationally	
accreditation by a nationally	recognized accreditation	
recognized accreditation	organization, and issue certificates	
organization and issue certificates	for completion of career and	
for completion of vocational and	technical education programs.	
technical education programs.		
"(f) CONSOLIDATION OF	``(f) Consolidation of Funds	No change.
<b>FUNDS.</b> —Each organization,	Each organization, tribe, or entity	
tribe, or entity receiving assistance	receiving assistance under this	
under this section may consolidate	section may consolidate such	
such assistance with assistance	assistance with assistance received	
received from related programs in	from related programs in	
accordance with the provisions of	accordance with the provisions of	
the Indian Employment, Training	the Indian Employment, Training	
and Related Services	and Related Services	
Demonstration Act of 1992 (25	Demonstration Act of 1992 (25	
U.S.C. 3401 et seq.).	U.S.C. 3401 et seq.).	
"(g) NONDUPLICATIVE AND	``(g) Nonduplicative and	No change.
NONEXCLUSIVE	Nonexclusive ServicesNothing	
<b>SERVICES.</b> —Nothing in this	in this section shall be construed	
section shall be construed—		
	``(1) to limit the eligibility of	
"(1) to limit the eligibility of any	any organization, tribe, or entity	
organization, tribe, or entity	described in subsection (b) to	
described in subsection (b) to	participate in any activity offered	
participate in any activity offered	by an eligible agency or eligible	
by an eligible agency or eligible	recipient under this title; or	
recipient under this title; or	-	
	``(2) to preclude or discourage	
"(2) to preclude or discourage any	any agreement, between any	
agreement, between any	organization, tribe, or entity	
organization, tribe, or entity	described in subsection (b) and	
described in subsection (b) and any		

1998	2006	Differences/Comments
eligible agency or eligible	any eligible agency or eligible	
recipient, to facilitate the provision	recipient, to facilitate the	
of services by such eligible agency	provision of services by such	
or eligible recipient to the	eligible agency or eligible	
population served by such eligible	recipient to the population served	
agency or eligible recipient.	by such eligible agency or eligible	
	recipient.	
"(h) NATIVE HAWAIIAN	``(h) Native Hawaiian	No change.
<b>PROGRAMS.</b> —From the funds	<i>Programs</i> From the funds	
reserved pursuant to section	reserved pursuant to section	
111(a)(1)(B)(ii), the Secretary shall	111(a)(1)(B)(ii), the Secretary	
award grants to or enter into	shall award grants to or enter into	
contracts with organizations	contracts with community-based	
primarily serving and representing	organizations primarily serving	
Native Hawaiians which are	and representing Native	
recognized by the Governor of the	Hawaiians to plan, conduct, and	
State of Hawaii to plan, conduct,	administer programs, or portions	
and administer programs, or	thereof, which are authorized by	
portions thereof, which are	and consistent with the provisions	
authorized by and consistent with	of this section for the benefit of	
the provisions of this section for	Native Hawaiians.	
the benefit of Native Hawaiians.		
"SEC. 117. TRIBALLY	"SEC. 117. TRIBALLY	Institutions receiving aid under the Tribally Controlled College or
CONTROLLED	CONTROLLED	University Assistance Act of 1978 or the Navajo Community College
POSTSECONDARY	POSTSECONDARY CAREER	Act are ineligible for funds authorized under Section 117.
VOCATIONAL AND	AND TECHNICAL	
TECHNICAL INSTITUTIONS.	INSTITUTIONS.	
"(a) GRANTS	``(a) Grants AuthorizedThe	
AUTHORIZED.—The Secretary	Secretary shall, subject to the	
shall, subject to the availability of	availability of appropriations,	
appropriations, make grants	make grants pursuant to this	
pursuant to this section to tribally	section to tribally controlled	
controlled postsecondary	postsecondary career and technical	
vocational and technical	r and the second of the second	

1998	2006	Differences/Comments
institutions to provide basic	institutions that are not receiving	
support for the education and	Federal support under the Tribally	
training of Indian students.	Controlled College or University	
	Assistance Act of 1978 (25 U.S.C.	
	1801 et seq.) or the Navajo	
	Community College Act (25	
	U.S.C. 640a et seq.) to provide	
	basic support for the education	
	and training of Indian students.	
"(b) USE OF GRANTS.—	``(b) <i>Uses of Grants</i> Amounts	No effective change.
Amounts made available pursuant	made available under this section	
to this section shall be used for	shall be used for career and	
vocational and technical education	technical education programs for	
programs.	Indian students and for the	
	institutional support costs of the	
	grant, including the expenses	
	described in subsection (e).	
"(c) AMOUNT OF GRANTS.—	``(c) Amount of Grants	No substantive change.
"(1) IN GENERAL.—If the sums	``(1) <b>IN GENERAL</b> If the	
appropriated for any fiscal year for	sums appropriated for any fiscal	
grants under this section are not	year for grants under this section	
sufficient to pay in full the total	are not sufficient to pay in full the	
amount which approved applicants	total amount which approved	
are eligible to receive under this	applicants are eligible to receive	
section for such fiscal year, the	under this section for such fiscal	
Secretary shall first allocate to each	year, the Secretary shall first	
such applicant who received funds	allocate to each such applicant	
under this part for the preceding	who received funds under this part	
fiscal year an amount equal to 100	for the preceding fiscal year an	
percent of the product of the per	amount equal to 100 percent of the	
capita payment for the preceding	product of the per capita payment	
fiscal year and such applicant's	for the preceding fiscal year and	
Indian student count for the current	such applicant's Indian student	
program year, plus an amount		

1998	2006	Differences/Comments
equal to the actual cost of any	count for the current program	
increase to the per capita figure	year, plus an amount equal to the	
resulting from inflationary	actual cost of any increase to the	
increases to necessary costs	per capita figure resulting from	
beyond the institution's control.	inflationary increases to necessary	
	costs beyond the institution's	
	control.	
"(2) PER CAPITA	``(2) PER CAPITA	No change.
<b>DETERMINATION.</b> —For the	<b>DETERMINATION</b> For the	
purposes of paragraph (1), the per	purposes of paragraph (1), the per	
capita payment for any fiscal year	capita payment for any fiscal year	
shall be determined by dividing the	shall be determined by dividing	
amount available for grants to	the amount available for grants to	
tribally controlled postsecondary	tribally controlled postsecondary	
vocational and technical	career and technical institutions	
institutions under this section for	under this section for such	
such program year by the sum of	program year by the sum of the	
the Indian student counts of such	Indian student counts of such	
institutions for such program year.	institutions for such program year.	
The Secretary shall, on the basis of	The Secretary shall, on the basis	
the most accurate data available	of the most accurate data available	
from the institutions, compute the	from the institutions, compute the	
Indian student count for any fiscal	Indian student count for any fiscal	
year for which such count was not	year for which such count was not	
used for the purpose of making	used for the purpose of making	
allocations under this section.	allocations under this section.	
	``(3) <b>INDIRECT COSTS</b>	Restricted indirect cost rate will not be required.
	Notwithstanding any other	
	provision of law or regulation, the	
	Secretary shall not require the use	
	of a restricted indirect cost rate for	
	grants issued under this section.	
"(d) APPLICATIONS.—Any	``(d) <i>Applications</i> Any tribally	Institutions receiving aid under the Tribally Controlled College or
tribally controlled postsecondary	controlled postsecondary career	University Assistance Act of 1978 or the Navajo Community College

1998	2006	Differences/Comments
vocational and technical institution	and technical institution that is not	Act are ineligible.
that desires to receive a grant under	receiving Federal support under	
this section shall submit an	the Tribally Controlled College or	
application to the Secretary in such	University Assistance Act of 1978	
manner and form as the Secretary	(25 U.S.C. 1801 et seq.) or the	
may require.	Navajo Community College Act	
	(25 U.S.C. 640a et seq.) that	
	desires to receive a grant under	
	this section shall submit an	
	application to the Secretary in	
	such manner and form as the	
	Secretary may require.	
"(e) EXPENSES.—	``(e) Expenses	No change.
	2	
"(1) IN GENERAL.—The	``(1) <b>IN GENERAL</b> The	
Secretary shall, subject to the	Secretary shall, subject to the	
availability of appropriations,	availability of appropriations,	
provide for each program year to	provide for each program year to	
each tribally controlled	each tribally controlled	
postsecondary vocational and	postsecondary career and technical	
technical institution having an	institution having an application	
application approved by the	approved by the Secretary, an	
Secretary, an amount necessary to	amount necessary to pay expenses	
pay expenses associated with—	associated with	
"(A) the maintenance and	``(A) the maintenance and	No change.
operation of the program, including	operation of the program,	
development costs, costs of basic	including development costs, costs	
and special instruction (including	of basic and special instruction	
special programs for individuals	(including special programs for	
with disabilities and academic	individuals with disabilities and	
instruction), materials, student	academic instruction), materials,	
costs, administrative expenses,	student costs, administrative	
boarding costs, transportation,	expenses, boarding costs,	
student services, daycare and	transportation, student services,	

1998	2006	Differences/Comments
family support programs for	daycare and family support	
students and their families	programs for students and their	
(including contributions to the	families (including contributions	
costs of education for dependents),	to the costs of education for	
and student stipends;	dependents), and student stipends;	
"(B) capital expenditures,	``(B) capital expenditures,	No change.
including operations and	including operations and	
maintenance, and minor	maintenance, and minor	
improvements and repair, and	improvements and repair, and	
physical plant maintenance costs,	physical plant maintenance costs,	
for the conduct of programs funded	for the conduct of programs	
under this section; and	funded under this section;	
"(C) costs associated with repair,	``(C) costs associated with	No change.
upkeep, replacement, and	repair, upkeep, replacement, and	
upgrading of the instructional	upgrading of the instructional	
equipment.	equipment; and	
	``(D) institutional support of	This new provision allows these funds to provide institutional
	career and technical education.	support of CTE.
"(2) ACCOUNTING.—Each	``(2) ACCOUNTINGEach	No change.
institution receiving a grant under	institution receiving a grant under	
this section shall provide annually	this section shall provide annually	
to the Secretary an accurate and	to the Secretary an accurate and	
detailed accounting of the	detailed accounting of the	
institution's operating and	institution's operating and	
maintenance expenses and such	maintenance expenses and such	
other information concerning costs	other information concerning costs	
as the Secretary may reasonably	as the Secretary may reasonably	
require	require.	
"(f) OTHER PROGRAMS.—	``(f) Other Programs	No change.
"(1) IN GENERAL.—Except as	``(1) <b>IN GENERAL</b> Except	
specifically provided in this Act,	as specifically provided in this	
eligibility for assistance under this	Act, eligibility for assistance	
section shall not preclude any	under this section shall not	

1998	2006	Differences/Comments
tribally controlled postsecondary	preclude any tribally controlled	
vocational and technical institution	postsecondary career and technical	
from receiving Federal financial	institution from receiving Federal	
assistance under any program	financial assistance under any	
authorized under the Higher	program authorized under the	
Education Act of 1965, or any	Higher Education Act of 1965, or	
other applicable program for the	under any other applicable	
benefit of institutions of higher	program for the benefit of	
education or vocational and	institutions of higher education or	
technical education.	career and technical education.	
"(2) PROHIBITION ON	``(2) <b>PROHIBITION ON</b>	No change.
ALTERATION OF GRANT	ALTERATION OF GRANT	
<b>AMOUNT.</b> —The amount of any	<b>AMOUNT</b> The amount of any	
grant for which tribally controlled	grant for which tribally controlled	
postsecondary vocational and	postsecondary career and technical	
technical institutions are eligible	institutions are eligible under this	
under this section shall not be	section shall not be altered	
altered because of funds allocated	because of funds allocated to any	
to any such institution from funds	such institution from funds	
appropriated under the Act of	appropriated under the Act of	
November 2, 1921 (commonly	November 2, 1921 (commonly	
known as the 'Snyder Act') (42	known as the `Snyder Act') (25	
Stat. 208, chapter 115; 25 U.S.C.	U.S.C. 13).	
13).		
"(3) PROHIBITION ON	``(3) PROHIBITION ON	No change.
CONTRACT DENIAL.—No	CONTRACT DENIALNo	
tribally controlled postsecondary	tribally controlled postsecondary	
vocational and technical institution	career and technical institution for	
for which an Indian tribe has	which an Indian tribe has	
designated a portion of the funds	designated a portion of the funds	
appropriated for the tribe from	appropriated for the tribe from	
funds appropriated under the Act	funds appropriated under the Act	
of November 2, 1921, may be	of November 2, 1921 (25 U.S.C.	
denied a contract for such portion	13), may be denied a contract for	
under the Indian Self-	such portion under the Indian Self-	

1998	2006	<b>Differences/Comments</b>
Determination and Education	Determination and Education	
Assistance Act (except as provided	Assistance Act (except as	
in that Act), or denied appropriate	provided in that Act), or denied	
contract support to administer such	appropriate contract support to	
portion of the appropriated funds.	administer such portion of the	
	appropriated funds.	
"(g) NEEDS ESTIMATE AND		Needs estimate provision was eliminated.
REPORT ON FACILITIES		•
AND FACILITIES		
IMPROVEMENT.—		
"(1) <b>NEEDS ESTIMATE.</b> —The		
Secretary shall, based on the most		
accurate data available from the		
institutions and Indian tribes whose		
Indian students are served under		
this section, and in consideration of		
employment needs, economic		
development needs, population		
training needs, and facilities needs,		
prepare an actual budget needs		
estimate for each institution		
eligible under this section for each		
subsequent program year, and		
submit such budget needs estimate		
to Congress in such a timely		
manner as will enable the		
appropriate committees of		
Congress to consider such needs		
data for purposes of the		
uninterrupted flow of adequate		
appropriations to such institutions.		
Such data shall take into account		
the purposes and requirements of		
part A of title IV of the Social		
Security Act.		

1998	2006	<b>Differences/Comments</b>
"(2) STUDY OF TRAINING		Needs estimate provision was eliminated.
AND HOUSING NEEDS.—		•
"(A) IN GENERAL.—The		
Secretary shall conduct a detailed		
study of the training, housing, and		
immediate facilities needs of each		
institution eligible under this		
section. The study shall include an		
examination of—		
"(i) training equipment needs;		
"(ii) housing needs of families		
whose heads of		
households are students and whose		
dependents have no alternate		
source of support while such heads		
of households are students; and		
"(iii) immediate facilities needs.		
"(B) REPORT.—The Secretary		
shall report to Congress not later		
than July 1, 2000, on the results of		
the study required by subparagraph		
(A).		
"(C) CONTENTS.—The report		
required by subparagraph (B) shall		
include the number, type, and cost		
of meeting the needs described in		
subparagraph (A), and rank each		
institution by relative need.		
"(D) PRIORITY.—In conducting		
the study required by subparagraph		
(A), the Secretary shall give		
priority to institutions that are		
receiving assistance under this		
section.		
"(3) LONG-TERM STUDY OF		Needs estimate provision was eliminated.

1998	2006	<b>Differences/Comments</b>
FACILITIES.—		
"(A) IN GENERAL.—The		
Secretary shall provide for the		
conduct of a long-term study of the		
facilities of each institution eligible		
for assistance under this section.		
"(B) CONTENTS.—The study		
required by subparagraph (A) shall		
include a 5-year projection of		
training facilities, equipment, and		
housing needs and shall consider		
such factors as projected service		
population, employment, and		
economic development forecasting,		
based on the most current and		
accurate data available from the		
institutions and Indian tribes affected.		
"(C) SUBMISSION.—The Secretary shall submit to Congress		
a detailed report on the results of		
such study not later than the end of		
the 18-month period beginning on		
the date of enactment of this Act.		
and date of chactment of this Act.	``(g) Complaint Resolution	Secretary of Education is required to create a complaint resolution
	ProcedureThe Secretary shall	system for grant determinations and calculations.
	establish (after consultation with	John 101 Stant accommunication and calculations
	tribally controlled postsecondary	
	career and technical institutions) a	
	complaint resolution procedure for	
	grant determinations and	
	calculations under this section for	
	tribally controlled postsecondary	
	career and technical institutions.	

1998	2006	Differences/Comments
"(h) DEFINITIONS.—In this section:	``(h) <i>Definitions</i> In this section:	No change.
"(1) INDIAN.—The terms 'Indian' and 'Indian tribe' have the meanings given the terms in section 2 of the Tribally Controlled College or University Assistance Act of 1978.  "(2) INDIAN STUDENT COUNT.—The term 'Indian	``(1) INDIAN; INDIAN TRIBEThe terms `Indian' and `Indian tribe' have the meanings given the terms in section 2 of the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801). ``(2) INDIAN STUDENT COUNT	
student count' means a number equal to the total number of Indian students enrolled in each tribally controlled postsecondary vocational and technical institution, determined as follows:  "(A) REGISTRATIONS.—The registrations of Indian students as in effect on October 1 of each year.	``(A) IN GENERALThe term `Indian student count' means a number equal to the total number of Indian students enrolled in each tribally controlled postsecondary career and technical institution, as determined in accordance with subparagraph (B).	Registrations/enrollments will be based on the Indian student count determined the third week of the fall/spring term rather than October 1 of each year.
<ul> <li>"(B) SUMMER TERM.—Credits or clock hours toward a certificate earned in classes offered during a summer term shall be counted toward the computation of the Indian student count in the succeeding fall term.</li> <li>"(C) ADMISSION CRITERIA.—Credits or clock hours toward a certificate earned in classes during a summer term shall be counted toward the computation</li> </ul>	``(i) ENROLLMENTFor each academic year, the Indian student count shall be determined on the basis of the enrollments of Indian students as in effect at the conclusion of  ``(I) in the case of the fall term, the third week of the fall term; and	

1998	2006	Differences/Comments
of the Indian student count if the	``(II) in the case of the spring	Differ ences/ Comments
institution at which the student is	term, the third week of the spring	
in attendance has established	1 0	
criteria for the admission of such	term.	
student on the basis of the	``(ii) <b>CALCULATION</b> For	
	` /	
student's ability to benefit from the	each academic year, the Indian	
education or training offered. The	student count for a tribally	
institution shall be presumed to have established such criteria if the	controlled postsecondary career	
	and technical institution shall be	The calculation of enrollment shall be determined by adding the
admission procedures for such	the quotient obtained by dividing	credit hours of all Indian students enrolled and dividing said number
studies include counseling or		by 12.
testing that measures the student's	``(I) the sum of the credit hours	
aptitude to successfully complete	of all Indian students enrolled in	
the course in which the student has	the tribally controlled	
enrolled. No credit earned by such	postsecondary career and technical	
student for purposes of obtaining a	institution (as determined under	
secondary school degree or its	clause (i)); by	
recognized equivalent shall be		
counted toward the computation of	``(II) 12.	
the Indian student count.		
((7)	``(iii) <b>SUMMER TERM</b> Any	
"(D) DETERMINATION OF	credit earned in a class offered	
<b>HOURS.</b> —Indian students earning	during a summer term shall be	
credits in any continuing education	counted in the determination of	
program of a tribally controlled	the Indian student count for the	
postsecondary vocational and	succeeding fall term.	
technical institution shall be		
included in determining the sum of	``(iv) STUDENTS WITHOUT	
all credit or clock hours.	SECONDARY SCHOOL	
((7) 60 7	DEGREES	
"(E) CONTINUING		
<b>EDUCATION.</b> —Credits or clock	``(I) <b>IN GENERAL</b> A credit	
hours earned in a continuing	earned at a tribally controlled	
education program shall be	postsecondary career and technical	
converted to the basis that is in		

1998	2006	<b>Differences/Comments</b>
accordance with the institution's system for providing credit for participation in such programs	institution by any Indian student that has not obtained a secondary school degree (or the recognized equivalent of such a degree) shall be counted toward the determination of the Indian student count if the institution at which the student is enrolled has established criteria for the admission of the student on the basis of the ability of the student to benefit from the education or training of the institution.  "(II) PRESUMPTIONThe institution shall be presumed to have established the criteria described in subclause (I) if the admission procedures for the institution include counseling or testing that measures the aptitude of a student to successfully	Even if an Indian student does not have a secondary school degree, the credits earned by the student can still be used towards the institution's Indian student count. It is assumed that the institution will evaluate the ability of the student to benefit from the education and successfully complete a course.
	complete a course in which the student is enrolled.  "(III) CREDITS TOWARD SECONDARY SCHOOL DEGREENo credit earned by an Indian student for the purpose of obtaining a secondary school degree (or the recognized equivalent of such a degree) shall be counted toward the determination of the Indian	Credits earned for the purpose of obtaining a secondary school degree cannot be counted towards the institution's Indian student count.

1998	2006	Differences/Comments
	student count under this clause.	
	``(v) CONTINUING EDUCATION PROGRAMS Any credit earned by an Indian student in a continuing education	Any credits earned in a continuing education program will be included when calculating enrollment as long as the program is converted to a credit hour basis in accordance with the system of the
	program of a tribally controlled postsecondary career and technical institution shall be included in the	institution.
	determination of the sum of all credit hours of the student if the credit is converted to a credit hour	
	basis in accordance with the system of the institution for providing credit for participation in the program.	
"(i) AUTHORIZATION OF	``(i) Authorization of	Such sums as necessary appropriations authorized for 2007-2012.
<b>APPROPRIATIONS.</b> —There are	AppropriationsThere are	V 11 1
authorized to be appropriated to	authorized to be appropriated to	
carry out this section \$4,000,000	carry out this section such sums as	
for fiscal year 1999 and each of the	may be necessary for each of	
4 succeeding fiscal years.	fiscal years 2007 through 2012.	
"SEC. 118. OCCUPATIONAL	``SEC. 118.	No change.
AND EMPLOYMENT	OCCUPATIONAL AND	
INFORMATION.	EMPLOYMENT	
	INFORMATION.	
"(a) NATIONAL		
<b>ACTIVITIES.</b> —From funds	``(a) <i>National Activities</i> From	
appropriated under subsection (f),	funds appropriated under	
the Secretary, in consultation with	subsection (g), the Secretary, in	
appropriate Federal agencies, is	consultation with appropriate	
authorized—	Federal agencies, is authorized	
"(1) to provide assistance to an entity to enable the entity—	``(1) to provide assistance to an	No change.

1998	2006	Differences/Comments
	entity to enable the entity	
"(A) to provide technical		
assistance to State entities	``(A) to provide technical	
designated under subsection (b) to	assistance to State entities	
enable the State entities to carry	designated under subsection (c) to	
out the activities described in	enable the State entities to carry	
subsection (b);	out the activities described in such	
	subsection;	
"(B) to disseminate information		
that promotes the replication of	``(B) to disseminate information	
high quality practices described in	that promotes the replication of	
subsection (b);	high quality practices described in	
	subsection (c); and	
"(C) to develop and disseminate		
products and services related to the	``(C) to develop and disseminate	
activities described in subsection	products and services related to	
(b); and	the activities described in	
	subsection (c); and	
"(2) to award grants to States that	``(2) to award grants to States that	No change.
designate State entities in	designate State entities in	
accordance with subsection (b) to	accordance with subsection (c) to	
enable the State entities to carry	enable the State entities to carry	
out the State level activities	out the State level activities	
described in subsection (b).	described in such subsection.	

1998	2006	Differences/Comments
	``(b) State Application	
	``(1) <b>IN GENERAL</b> A jointly	States can apply for a Section 118 grant at the same time that they
	designated State entity described	submit their State plan. These funds are not directed to states by
	in subsection (c) that desires to	formula, so there is not a legislated manner to distribute the funds
	receive a grant under this section	among states. The Secretary has broad discretion in determining
	shall submit an application to the	how to distribute these funds among states.
	Secretary at the same time the	
	State submits its State plan under	
	section 122, in such manner, and	
	accompanied by such additional	
	information, as the Secretary may	
	reasonably require.	
	``(2) <b>CONTENTS</b> Each	Requires coordination between Perkins and WIA (which is where
	application submitted under	the Wagner Peyser authorization resides).
	paragraph (1) shall include a	
	description of how the jointly	
	designated State entity described	
	in subsection (c) will provide	
	information based on trends	
	provided pursuant to section 15 of	
	the Wagner-Peyser Act to inform	
((4) CT ATE I FILE!	program development.	N. I. W. ACRNII I I I I I I I I I I I I I I I I I I
"(b) STATE LEVEL	``(c) State Level ActivitiesIn	No change. The ACRN is jointly designated by the eligible agency
ACTIVITIES.—In order for a	order for a State to receive a grant	and the Governor.
State to receive a grant under this	under this section, the eligible agency and the Governor of the	
section, the eligible agency and the Governor of the State shall jointly	State shall jointly designate an	
designate an entity in the State—	entity in the State	
"(1) to provide support for a career	``(1) to provide support for career	New language allows for counseling programs to serve parents,
guidance and academic counseling	guidance and academic counseling	where appropriate.
program designed to promote	programs designed to promote	where appropriate.
improved career and education	improved career and education	Counseling programs also are required to reflect the Act's focus on
decision making by individuals	decision making by students (and	high skill, high wage, or high demand occupations and non-

1998	2006	Differences/Comments
(especially in areas of career information delivery and use);	parents, as appropriate) regarding education (including postsecondary education) and training options and preparations for high skill, high wage, or high demand occupations and non-traditional fields;	traditional fields.
"(2) to make available to students, parents, teachers, administrators, and counselors, and to improve accessibility with respect to, information and planning resources that relate educational preparation to career goals and expectations;	``(2) to make available to students, parents, teachers, administrators, faculty, and career guidance and academic counselors, and to improve accessibility with respect to, information and planning resources that relate academic and career and technical educational preparation to career goals and expectations;	No substantive change.
"(3) to equip teachers, administrators, and counselors with the knowledge and skills needed to assist students and parents with career exploration, educational opportunities, and education financing.	``(3) to provide academic and career and technical education teachers, faculty, administrators, and career guidance and academic counselors with the knowledge, skills, and occupational information needed to assist parents and students, especially special populations, with career exploration, educational opportunities, education financing, and exposure to high skill, high wage, or high demand occupations and non-traditional fields, including occupations and fields	Emphasizes serving special populations and again calls attention to "exposure to high skill, high wage, or high demand occupations and non-traditional fields, including occupations and fields requiring a baccalaureate degree."  The inclusion of the focus on BA degrees is a new addition that was added to encourage counseling programs to share the full spectrum of career pathway options, including both two and four year postsecondary options.

1998	2006	Differences/Comments
	requiring a baccalaureate degree;	
"(4) to assist appropriate State	``(4) to assist appropriate State	Adds the emphasis on high skill, high wage, or high demand
entities in tailoring career-related	entities in tailoring career related	occupations in information that is being developed regarding career
educational resources and training	educational resources and training	ladders or current or emerging professions.
for use by such entities;	for use by such entities, including	
	information on high skill, high	
	wage, or high demand occupations	
	in current or emerging professions	
	and on career ladder information;	
"(5) to improve coordination and	``(5) to improve coordination	No change.
communication among	and communication among	
administrators and planners of	administrators and planners of	
programs authorized by this Act	programs authorized by this Act	
and by section 15 of the Wagner-	and by section 15 of the Wagner-	
Peyser Act at the Federal, State,	Peyser Act at the Federal, State,	
and local levels to ensure	and local levels to ensure	
nonduplication of efforts and the	nonduplication of efforts and the	
appropriate use of shared	appropriate use of shared	
information and data; and	information and data;	
"(6) to provide ongoing means for	``(6) to provide ongoing means	No change.
customers, such as students and	for customers, such as students	
parents, to provide comments and	and parents, to provide comments	
feedback on products and services	and feedback on products and	
and to update resources, as	services and to update resources,	
appropriate, to better meet	as appropriate, to better meet	
customer requirements.	customer requirements; and	
	``(7) to provide readily	A new provision requires the ACRN to make available information
	available occupational information	on labor market supply and demand, as well as employment sectors.
	such as	
	``(A) information relative to	

1998	2006	Differences/Comments
	employment sectors;	
	``(B) information on occupation	
	supply and demand; and	
	suppry and demand, and	
	``(C) other information	
	provided pursuant to section 15 of	
	the Wagner-Peyser Act as the	
	jointly designated State entity	
	considers relevant.	
"(c) NONDUPLICATION.—	``(d) Nonduplication	No change.
"(1) WAGNER-PEYSER ACT.—	``(1) <b>WAGNER-PEYSER</b>	
The State entity designated under	ACTThe jointly designated	
subsection (b) may use funds	State entity described under	
provided under subsection (b) to	subsection (c) may use funds	
supplement activities under section	provided under subsection (a)(2)	
15 of the Wagner-	to supplement activities under	
Peyser Act to the extent such	section 15 of the Wagner-Peyser	
activities do not duplicate activities	Act to the extent such activities do	
assisted under such section.	not duplicate activities assisted	
((/2) DUDI IC I AW/ 105 220	under such section.	
"(2) PUBLIC LAW 105–220.— None of the functions and activities	``(2) <b>PUBLIC LAW 105-220</b>	
assisted under this section shall	-None of the functions and	
duplicate the functions and	activities assisted under this	
activities carried out under Public	section shall duplicate the	
Law 105–220.	functions and activities carried out	
	under Public Law 105-220.	
"(d) FUNDING RULE.—Of the	``(e) Funding RuleOf the	No change.
amounts appropriated to carry out	amounts appropriated to carry out	
this section, the Federal entity	this section, the Federal entity	
designated under subsection	designated under subsection (a)	

1998	2006	Differences/Comments
(a) shall use—	shall use	
"(1) not less than 85 percent to carry out subsection (b); and	``(1) not less than 85 percent to carry out subsection (c); and	
"(2) not more than 15 percent to carry out subsection (a).	``(2) not more than 15 percent to carry out subsection (a).	
"(e) REPORT.—The Secretary, in consultation with appropriate Federal agencies, shall prepare and submit to the appropriate committees of Congress, an annual report that includes—	``(f) ReportThe Secretary, in consultation with appropriate Federal agencies, shall prepare and submit to the appropriate committees of Congress, an annual report that includes	No change.
"(1) an identification of activities assisted under this section during the prior program year;	``(1) a description of activities assisted under this section during the prior program year;	
"(2) a description of the specific products and services assisted under this section that were delivered in the prior program year; and	``(2) a description of the specific products and services assisted under this section that were delivered in the prior program year; and	
"(3) an assessment of the extent to which States have effectively coordinated activities assisted under this section with activities authorized under section 15 of the Wagner-Peyser Act.	``(3) an assessment of the extent to which States have effectively coordinated activities assisted under this section with activities authorized under section 15 of the Wagner-Peyser Act.	
"(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as	``(g) Authorization of AppropriationsThere are authorized to be appropriated to carry out this section such sums as	Section 118 is funded as such sums as necessary for 2007-2012.

1998	2006	Differences/Comments
may be necessary for each of the	may be necessary for each of the	
fiscal years 1999 through 2003.	fiscal years 2007 through 2012.	
"PART B—STATE	``PART BSTATE	No change.
PROVISIONS	PROVISIONS	
"SEC. 121. STATE		
ADMINISTRATION.	``SEC. 121. STATE	
"(a) ELIGIBLE AGENCY	ADMINISTRATION.	
RESPONSIBILITIES.—		
"(1) IN GENERAL.—The	``(a) Eligible Agency	
responsibilities of an eligible	ResponsibilitiesThe	
agency under this title shall	responsibilities of an eligible	
include—	agency under this title shall	
	include	
"(A) coordination of the	``(1) coordination of the	No change.
development, submission, and	development, submission, and	
implementation of the State plan,	implementation of the State plan,	
and the evaluation of the program,	and the evaluation of the program,	
services, and activities assisted	services, and activities assisted	
under this title, including	under this title, including	
preparation for nontraditional	preparation for non-traditional	
training and employment;	fields;	
"(B) consultation with the	``(2) consultation with the	Adds small businesses, and teacher and faculty preparation
Governor and appropriate	Governor and appropriate	programs as required stakeholders in the planning, administration,
agencies, groups, and individuals	agencies, groups, and individuals	evaluation and coordination of the State plan.
including parents, students,	including parents, students,	
teachers, representatives of	teachers, teacher and faculty	
businesses, labor organizations,	preparation programs,	
eligible recipients, State and local	representatives of businesses	
officials, and local program	(including small businesses), labor	
administrators, involved in the	organizations, eligible recipients,	
planning, administration,	State and local officials, and local	
evaluation, and coordination of	program administrators, involved	
programs funded under this title;	in the planning, administration,	
	evaluation, and coordination of	

1998	2006	Differences/Comments
	programs funded under this title;	
"(C) convening and meeting as an	``(3) convening and meeting as an	No change.
eligible agency (consistent with	eligible agency (consistent with	
State law and procedure for the	State law and procedure for the	
conduct of such meetings) at such	conduct of such meetings) at such	
time as the eligible agency	time as the eligible agency	
determines necessary to carry out	determines necessary to carry out	
the eligible agency's	the eligible agency's	
responsibilities under this title, but	responsibilities under this title, but	
not less than four times annually;	not less than 4 times annually; and	
and		
"(D) the adoption of such	``(4) the adoption of such	No change.
procedures as the eligible agency	procedures as the eligible agency	
considers necessary to—	considers necessary to	
((())		
"(i) implement State level	``(A) implement State level	
coordination with the activities	coordination with the activities	C4'll
undertaken by the State boards under section 111 of Public Law	undertaken by the State boards under section 111 of Public Law	Still requires coordination with the provisions of the Workforce Investment Act.
105–220; and		investment Act.
103–220, and	105-220; and	
"(ii) make available to the service	``(B) make available to the	
delivery system under section 121	service delivery system under	
of Public Law 105–220 within the	section 121 of Public Law 105-	
State a listing of all school dropout,	220 within the State a listing of all	
postsecondary, and adult programs	school dropout, postsecondary	
assisted under this title.	education, and adult programs	
	assisted under this title.	
"(2) <b>EXCEPTION.</b> —Except with	``(b) ExceptionExcept with	No change.
respect to the responsibilities set	respect to the responsibilities set	
forth in paragraph (1), the eligible	forth in subsection (a), the eligible	
agency may delegate any of the	agency may delegate any of the	
other responsibilities of the eligible	other responsibilities of the	
agency that involve the	eligible agency that involve the	

1998	2006	Differences/Comments
administration, operation,	administration, operation, or	
supervision of activities assisted	supervision of activities assisted	
under this title, in whole or in part,	under this title, in whole or in part,	
to one or more appropriate State	to 1 or more appropriate State	
agencies.	agencies.	
"SEC. 122. STATE PLAN.	"SEC. 122. STATE PLAN.	
"(a) STATE PLAN.—  "(1) IN GENERAL.—Each eligible agency desiring assistance	``(a) State Plan ``(1) IN GENERALEach eligible agency desiring assistance	The eligible agency can submit either a one year transition plan and
under this title for any fiscal year	under this title for any fiscal year	then a five year plan or a six year plan.
shall prepare and submit to the	shall prepare and submit to the	
Secretary a State plan for a 5-year	Secretary a State plan for a 6-year	
period, together with such annual	period, together with such annual	
revisions as the eligible agency	revisions as the eligible agency	
determines to be necessary.	determines to be necessary, except	
	that, during the period described	
	in section 4, each eligible agency	
	may submit a transition plan that	
	shall fulfill the eligible agency's	
	obligation to submit a State plan	
	under this section for the first	
	fiscal year following the date of	
	enactment of the Carl D. Perkins	
	Career and Technical Education	
	Improvement Act of 2006.	
"(2) <b>REVISIONS.</b> —Each eligible	``(2) <b>REVISIONS</b> Each eligible	No change.
agency—	agency-	
		The eligible agency may annually submit revisions to the state plan.
"(A) may submit such annual	``(A) may submit such annual	
revisions of the State plan to the	revisions of the State plan to the	
Secretary as the eligible agency	Secretary as the eligible agency	
determines to be necessary; and		

1998	2006	Differences/Comments
"(B) shall, after the second year of	determines to be necessary; and	
the 5 year State plan, conduct a		
review of activities assisted under	``(B) shall, after the second year	
this title and submit any revisions	of the 6-year period, conduct a	
of the State plan that the eligible	review of activities assisted under	
agency determines necessary to the	this title and submit any revisions	
Secretary.	of the State plan that the eligible	
	agency determines necessary to	
	the Secretary.	
"(3) HEARING PROCESS.—	``(3) <b>HEARING PROCESS</b>	Charter school authorizers and organizers and community
The eligible agency shall conduct	The eligible agency shall conduct	organizations have been added the stakeholder communities that
public hearings in the State, after	public hearings in the State, after	should be afforded the opportunity to participate in hearings related
appropriate and sufficient notice,	appropriate and sufficient notice,	to the state plan.
for the purpose of affording all	for the purpose of affording all	
segments of the public and	segments of the public and	
interested organizations and groups	interested organizations and	
(including employers, labor	groups (including charter school	
organizations, and parents), an	authorizers and organizers	
opportunity to present their views	consistent with State law,	
and make recommendations	employers, labor organizations,	
regarding the State plan. A	parents, students, and community	
summary of such recommendations	organizations), an opportunity to	
and the eligible agency's response	present their views and make	
to such recommendations shall be	recommendations regarding the	
included in the State plan.	State plan. A summary of such recommendations and the eligible	
	agency's response to such recommendations shall be	
	included in the State plan.	
"(b) PLAN DEVELOPMENT.—	``(b) <i>Plan Development.</i>	
(b) I LAN DE VELOT MENT.	(b) I tun Devetopment	
"(1) IN GENERAL.—The	``(1) <b>IN GENERAL</b> The	
eligible agency shall develop the	eligible agency shall	
State plan in consultation with		

1998	2006	Differences/Comments
teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations in the State, and shall consult the Governor of the State with respect to such development.	"(A) develop the State plan in consultation with  "(i) academic and career and technical education teachers, faculty, and administrators;  "(ii) career guidance and academic counselors;  "(iii) eligible recipients;  "(iv) charter school authorizers and organizers consistent with State law;  "(v) parents and students;  "(vi) institutions of higher education;  "(vii) the State tech prep coordinator and representatives of tech prep consortia (if applicable);  "(viii) entities participating in activities described in section 111 of Public Law 105-220;  "(ix) interested community members (including parent and community organizations);  "(x) representatives of special	Adds quite a few stakeholders to the state plan consultation process: guidance counselors, faculty and administrators, charter school authorizers, institutions of higher education, State Tech-Prep coordinators (if applicable), entites participating in state workforce development boards, interested community members, and representatives from special populations.

1998	2006	Differences/Comments
	populations;  ``(xi) representatives of business and industry (including representatives of small business); and  ``(xii) representatives of labor organizations in the State; and  ``(B) consult the Governor of the State with respect to such development.	
"(2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.	``(2) ACTIVITIES AND PROCEDURESThe eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.	No change.
"(c) PLAN CONTENTS.—The State plan shall include information that—  "(1) describes the vocational and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels	``(c) Plan ContentsThe State plan shall include information that  ``(1) describes the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels	

1998	2006	Differences/Comments
of performance, including a description of—	of performance, including a description of-	
	"(A) the career and technical programs of study, which may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—  "(i) incorporate secondary education and postsecondary education elements;  "(ii) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;  "(iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary	Programs of study, which can be career clusters or career pathways, are a cornerstone of this Act Programs of study are in many ways the new CTE, as the elements of the programs of study align with the purpose and spirit of the Act – broader, durable instruction that prepares individuals with the academic and technical content to succeed in high skill, high wage or high demand professions in today's and tomorrow's global economy.  The programs of study can be:  Developed by the eligible agency and use by the eligible recipients.  Developed by the eligible recipients and approved by the eligible agency.  Or both.  If programs of study are developed by eligible recipients and approved by the eligible agency, there is an expectation of nonduplication of effort (see requirement on dissemination of information on the programs of study).

1998	2006	Differences/Comments
	education credits; and	
	``(iv) lead to an industry-	
	recognized credential or certificate	
	at the postsecondary level, or an	
	associate or baccalaureate degree;	
	``(B) how the eligible agency, in	Plan must describe how the eligible agency will develop and
	consultation with eligible	implement CTE programs of study. The eligible agency has the
	recipients, will develop and	option of developing the programs of study or creating a process for
	implement the career and	approving locally developed programs of study or both.
	technical programs of study	
	described in subparagraph (A);	
	``(C) how the eligible agency will	Plan must describe how the eligible agency will assist in
	support eligible recipients in	implementing articulation agreements between secondary and
	developing and implementing	postsecondary institutions. This is a new role for the eligible agency
	articulation agreements between	and is intended to encourage the examination and elimination of
	secondary education and	policy barriers impacting transition among the learner levels or the
	postsecondary education	portability of credit.
	institutions;	
	``(D) how the eligible agency will	Plan must describe how information about CTE programs of study
	make available information about	will be disseminated. The goal is to promote sharing of programs of
	career and technical programs of	study and ensure that eligible recipients are not duplicating the
	study offered by eligible	development of programs of study.
	recipients;	
"(A) the secondary and	``(E) the secondary and	No substantive change.
postsecondary vocational and	postsecondary career and technical	
technical education programs to be	education programs to be carried	
carried out, including programs	out, including programs that will	
that will be carried out by the	be carried out by the eligible	
eligible agency to develop,	agency to develop, improve, and	
improve, and expand access to	expand access to appropriate	
quality, state-of- the-art technology	technology in career and technical	
in vocational and technical	education programs;	
education programs;		

1998	2006	Differences/Comments
"(B) the criteria that will be used	``(F) the criteria that will be	This is the language that requires the eligible agency to define how
by the eligible agency in approving	used by the eligible agency to	the local applications will be approved. The states have great latitude
applications by eligible recipients	approve eligible recipients for	in defining what is required in the local application. Section 134 is a
for funds under this title;	funds under this Act, including	minimum.
	criteria to assess the extent to	
	which the local plan will	However, the approval process of local plans must take into
	_	consideration how the eligible recipient is continually improving
	``(i) promote continuous	academic and technical instruction and responding to the labor
	improvement in academic	market. These requirements are likely to require a linkage between
	achievement;	the accountability data submitted by eligible recipients and the uses
		of funds the eligible recipient will focus on in its Perkins application.
	``(ii) promote continuous	
	improvement of technical skill	
	attainment; and	
	``(iii) identify and address	
	current or emerging occupational	
	opportunities;	
	``(G) how programs at the	Plan must now describe how secondary programs prepare CTE
	secondary level will prepare	students (including special populations) to graduate with a diploma.
	career and technical education	
	students, including special	
	populations, to graduate from	
	secondary school with a diploma;	
"(C) how such programs will	``(H) how such programs will	Refines and expands this provision by adding language that ensures
prepare vocational and technical	prepare career and technical	that CTE programs will prepare students (including a special focus
education students for	education students, including	on special pops) with both the academic and technical skills for
opportunities in postsecondary	special populations, academically	postsecondary and employment. Also requires attention to be paid
education or entry into high skill,	and technically for opportunities	to how CTE programs will prepare students not just for employment
high wage jobs in current and	in postsecondary education or	but employment in "high skill, high wage, or high demand
emerging occupations; and	entry into high skill, high wage, or	occupations." Finally, requires the eligible agency to discuss how it
	high demand occupations in	will ensure that students have access to good career information.
	current or emerging occupations,	
	and how participating students	

1998	2006	Differences/Comments
	will be made aware of such opportunities;	
"(D) how funds will be used to	``(I) how funds will be used to	
improve or develop new vocational and technical education courses;	improve or develop new career and technical education courses	
and technical education courses;	"(i) at the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111 (b)(1) of the Elementary and Secondary Education Act of 1965;	CTE courses supported by Perkins must be aligned with rigorous and challenging academic content standards and student achievement standards at the secondary level (as defined in NCLB).
	``(ii) at the postsecondary level that are relevant and challenging; and	At the postsecondary level, the coursework must be relevant and challenging.
	``(iii) that lead to employment	At both the secondary and postsecondary levels, the CTE programs
	in high skill, high wage, or high	must lead to employment in high skill, high wage, or high demand
	demand occupations;	occupations.
	``(J) how the eligible agency will	Eligible agencies must describe how they will disseminate best
	facilitate and coordinate	practices information among Tech Prep program grantees and
	communication on best practices	eligible recipients. This provision is one of many that promotes
	among successful recipients of	coordination and collaboration between Titles I and II.
	tech prep program grants under title II and eligible recipients to	
	improve program quality and	
	student achievement;	
"(19) describes how funds will be	``(K) how funds will be used	The new language calls attention to linkages between secondary and
used effectively to link secondary	effectively to link academic and	postsecondary related to both academic and CTE content.
and postsecondary education;	career and technical education at	
	the secondary level and at the	

1998	2006	Differences/Comments
"(2) describes how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided;	postsecondary level in a manner that increases student academic and career and technical achievement; and  ``(L) how the eligible agency will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration;  ``(2) describes how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical education teachers, faculty, administrators,	While integration has been a part of Perkins for many years, we have little documentation to show how pervasive or effective it is. This is a new requirement intended for the eligible agency to capture how much integration is really happening in the state and to determine the effectiveness of this instruction.  This revised language further defines which areas of professional development should be a priority (integration, applied learning, working with special pops and using data) and that the professional development should result in greater percentages of certified or licensed teachers.  Further how professional development is delivered is aligned with
<u> </u>		Further how professional development is delivered is aligned with the NCLB professional development requirements, including ensuring that it is high quality, sustained, and focused on instruction.

1998	2006	Differences/Comments
1330	appropriate;	Differ ences, comments
	``(B) increases the percentage	
	of teachers that meet teacher	
	certification or licensing	
	requirements;	
	``(C) is high quality, sustained,	
	intensive, and focused on	
	instruction, and increases the	
	academic knowledge and	
	understanding of industry	
	standards, as appropriate, of career	
	and technical education teachers;	
	``(D) encourages applied	
	learning that contributes to the	
	academic and career and technical	
	knowledge of the student;	
	``(E) provides the knowledge	
	and skills needed to work with and	
	improve instruction for special	
	populations;	
	``(F) assists in accessing and	
	utilizing data, including data	
	provided under section 118,	
	student achievement data, and data	
	from assessments; and	
	``(G) promotes integration with	
	professional development	
	activities that the State carries out	

1998	2006	Differences/Comments
	under title II of the Elementary	
	and Secondary Education Act of	
	1965 and title II of the Higher	
	Education Act of 1965;	
	``(3) describes efforts to improve	This new state plan requirement calls attention to teacher and faculty recruitment and retention issues.
	``(A) the recruitment and	
	retention of career and technical	
	education teachers, faculty, and	
	career guidance and academic	
	counselors, including individuals	
	in groups underrepresented in the	
	teaching profession; and	
	``(B) the transition to teaching	
	from business and industry,	
	including small business;	
	``(4) describes efforts to facilitate	This new provision requires the state plan to discuss how the eligible
	the transition of sub baccalaureate	agency will help facilitate student transition between 2 year and 4
	career and technical education	year postsecondary programs.
	students into baccalaureate degree	
	programs at institutions of higher	
	education;	
"(3) describes how the eligible	``(5) describes how the eligible	No substantive change beyond expanding the group of stakeholders
agency will actively involve	agency will actively involve	who should be involved in the development, implementation and
parents, teachers, local businesses	parents, academic and career and	evaluation of programs to specifically include both academic and
(including small- and medium-	technical education teachers,	CTE teachers and faculty and career guidance and academic
sized businesses), and labor	administrators, faculty, career	counselors.
organizations in the planning,	guidance and academic	
development, implementation, and	counselors, local business	
evaluation of such vocational and	(including small businesses), and	
technical education programs;	labor organizations in the	
	planning, development,	
	implementation, and evaluation of	

1998	2006	Differences/Comments
	such career and technical	
	education programs;	
"(7) describes the eligible		Strategies for serving special populations are incorporated more
agency's program strategies for		fully throughout the other state plan provisions.
special populations		
"(4) describes how funds received	``(6) describes how funds received	No change.
by the eligible agency through the	by the eligible agency through the	
allotment made under section 111	allotment made under section 111	
will be allocated—	will be allocated	
"(A) among secondary school	``(A) among career and	This provision requires the eligible agency to describe the split of
vocational and technical education,	technical education at the	funds between secondary, postsecondary and adult CTE and to
or postsecondary and adult	secondary level, or career and	provide the rationale for this split of funds.
vocational and technical education,	technical education at the	
or both, including the rationale for	postsecondary and adult level, or	
such allocation; and	both, including the rationale for	
	such allocation; and	
"(B) among any consortia that will		
be formed among secondary	``(B) among any consortia that	
schools and eligible institutions,	will be formed among secondary	
and how funds will be allocated	schools and eligible institutions,	
among the members of the	and how funds will be allocated	
consortia, including the rationale	among the members of the	
for such allocation;	consortia, including the rationale	
	for such allocation;	
"(5) describes how the eligible	``(7) describes how the eligible	
agency will—	agency will	
"(A) improve the academic and	``(A) improve the academic and	Retains a focus on improving CTE programs and integrated
technical skills of students	technical skills of students	instruction.
participating in vocational and	participating in career and	
technical education programs,	technical education programs,	
including strengthening the	including strengthening the	
academic, and vocational and	academic and career and technical	

1998	2006	<b>Differences/Comments</b>
technical, components of	components of career and	
vocational and technical education	technical education programs	
programs through the integration	through the integration of	
of academics with vocational and	academics with career and	
technical education to ensure	technical education to ensure	
learning in the core academic, and	learning in	
vocational and technical, subjects,		
and provide students with strong	``(i) the core academic subjects	Defines core academic subjects as those defined in NCLB.
experience in, and understanding	(as defined in section 9101 of the	
of, all aspects of an industry; and	Elementary and Secondary	
	Education Act of 1965); and	
"(B) ensure that students who		
participate in such vocational and	``(ii) career and technical	
technical education programs are	education subjects;	
taught to the same challenging		
academic proficiencies as are	``(B) provide students with	
taught to all other students;	strong experience in, and	
	understanding of, all aspects of an	
	industry; and	
	``(C) ensure that students who	
	participate in such career and	
	technical education programs are	
	taught to the same challenging	
	academic proficiencies as are	
	taught to all other students;	
"(6) describes how the eligible	``(8) describes how the eligible	No change.
agency will annually evaluate the	agency will annually evaluate the	
effectiveness of such vocational	effectiveness of such career and	This language requires eligible agencies to describe the process it will
and technical education programs,	technical education programs, and	use to monitor eligible recipients and determine the effectiveness of
and describe, to the extent	describe, to the extent practicable,	the CTE programs being supported under this Act. Part of this
practicable, how the eligible	how the eligible agency is	monitoring must ensure nonduplication of Federal programs.
agency is coordinating such	coordinating such programs to	
programs to ensure nonduplication	ensure nonduplication with other	

1998	2006	Differences/Comments
with other existing Federal	Federal programs;	
programs;		
"(8) describes how individuals	``(9) describes the eligible	Essentially the same as Perkins III except the last clause has the
who are members of the special	agency's program strategies for	focus on preparation for high demand occupations added.
populations—	special populations, including a	
	description of how individuals	
"(A) will be provided with equal	who are members of the special	
access to activities assisted under	populations	
this title;		
	``(A) will be provided with	
"(B) will not be discriminated	equal access to activities assisted	
against on the basis of their status	under this Act;	
as members of the special		
populations; and	``(B) will not be discriminated	
	against on the basis of their status	
"(C) will be provided with	as members of the special	
programs designed to enable the	populations; and	
special populations to meet or		
exceed State adjusted levels of	``(C) will be provided with	
performance, and prepare special	programs designed to enable the	
populations for further learning	special populations to meet or	
and for high skill, high wage	exceed State adjusted levels of	
careers;	performance, and prepare special	
	populations for further learning	
	and for high skill, high wage, or	
	high demand occupations;	
"(9) describe what steps the	``(10) describes	The State Plan must describe the way eligible recipients will
eligible agency shall take to		participate in establishing the state adjusted levels of performance as
involve representatives of eligible	``(A) the eligible agency's	well as describe the process the eligible agency will use to negotiate
recipients in the development of	efforts to ensure that eligible	local adjusted levels of performance.
the State adjusted levels of	recipients are given the	
performance;	opportunity to provide input in	
	determining the State adjusted	
	levels of performance described in	

1998	2006	Differences/Comments
	section 113; and	
	``(B) how the eligible agency,	
	in consultation with eligible	
	recipients, will develop a process	
	for the negotiation of local	
	adjusted levels of performance	
	under section 113(b)(4) if an	
	eligible recipient does not accept	
	the State adjusted levels of	
	performance under section	
	113(b)(3);	
"(10) provides assurances that the	``(11) provides assurances that the	No change.
eligible agency will comply with	eligible agency will comply with	
the requirements of this title and	the requirements of this Act and	
the provisions of the State plan,	the provisions of the State plan,	
including the provision of a	including the provision of a	
financial audit of funds received	financial audit of funds received	
under this title which may be	under this Act which may be	
included as part of an audit of other	included as part of an audit of	
Federal or State programs;	other Federal or State programs;	
"(11) provides assurances that	``(12) provides assurances that	No change.
none of the funds expended under	none of the funds expended under	
this title will be used to acquire	this Act will be used to acquire	
equipment (including computer	equipment (including computer	
software) in any instance in which	software) in any instance in which	
such acquisition results in a direct	such acquisition results in a direct	
financial benefit to any	financial benefit to any	
organization representing the	organization representing the	
interests of the purchasing entity,	interests of the acquiring entity or	
the employees of the purchasing	the employees of the acquiring	
entity, or any affiliate of such an	entity, or any affiliate of such an	
organization;	organization;	
"(12) describes how the eligible	``(13) describes how the eligible	No change.

1998	2006	Differences/Comments
agency will report data relating to	agency will report data relating to	
students participating in vocational	students participating in career	
and technical education in order to	and technical education in order to	
adequately measure the progress of	adequately measure the progress	
the students, including special	of the students, including special	
populations;	populations, and how the eligible	
"(20) describes how the eligible	agency will ensure that the data	
agency will ensure that the data	reported to the eligible agency	
reported to the eligible agency	from local educational agencies	
from local educational agencies	and eligible institutions under this	
and eligible institutions under this	title and the data the eligible	
title and the data the eligible	agency reports to the Secretary are	
agency reports to the Secretary are	complete, accurate, and reliable;	
complete, accurate, and reliable;		
and		
"(13) describes how the eligible	``(14) describes how the eligible	No change.
agency will adequately address the	agency will adequately address the	
needs of students in alternative	needs of students in alternative	
education programs, if appropriate;	education programs, if	
	appropriate;	
"(14) describes how the eligible	``(15) describes how the eligible	No change.
agency will provide local	agency will provide local	
educational agencies, area	educational agencies, area career	This provision becomes more critical as eligible agencies begin to
vocational and technical education	and technical education schools,	align accountability data with uses of funds.
schools, and eligible institutions in	and eligible institutions in the	
the State with technical assistance;	State with technical assistance;	
"(15) describes how vocational	``(16) describes how career and	No change.
and technical education relates to	technical education relates to State	
State and regional occupational	and regional occupational	This requires eligible agencies to impose a condition of how the
opportunities;	opportunities;	programs supported by this Act support the regional economy and
		help close the skills gap.
"(16) describes the methods	``(17) describes the methods	No change.
proposed for the joint planning and	proposed for the joint planning	
coordination of programs carried	and coordination of programs	

1998	2006	Differences/Comments
out under this title with other	carried out under this title with	
Federal education programs;	other Federal education programs;	
"(17) describes how funds will be	``(18) describes how funds will be	Adds the focus on preparation for "high skill, high wage, or high
used to promote preparation for	used to promote preparation for	demand occupations."
nontraditional training and	high skill, high wage, or high	
employment;	demand occupations and non-	
	traditional fields;	
"(18) describes how funds will be	``(19) describes how funds will be	No change.
used to serve individuals in State	used to serve individuals in State	
correctional institutions;	correctional institutions; and	
"(21) contains the description and	``(20) contains the description and	No change.
information specified in sections	information specified in sections	
112(b)(8) and 121(c) of Public	112(b)(8) and 121(c) of Public	Public Law 105-220 is the Workforce Investment Act.
Law 105–220 concerning the	Law 105-220 concerning the	
provision of services only for	provision of services only for	
postsecondary students and school	postsecondary students and school	
dropouts.	dropouts.	
	(d) PLAN OPTIONS	
	(1) <b>SINGLE PLAN</b> An	Eligible agencies that choose not to merge the funding streams for
	eligible agency not choosing to	title I and title II are <u>required</u> to submit a single state plan that
	consolidate funds under section	fulfills the planning requirements in both title I and title II. This
	202 shall fulfill the plan or	same requirement may apply at the local level.
	application submission	
	requirements of this section, and	
	section 201(c), by submitting a	
	single State plan. In such plan, the	
	eligible agency may allow	
	recipients to fulfill the plan or	
	application submission	
	requirements of section 134 and	
	subsections (a) and (b) of section	
	204 by submitting a single local	
	plan.	

1998	2006	Differences/Comments
"(d) PLAN OPTION.—The	(2) PLAN SUBMITTED AS	No change.
eligible agency may fulfill the	PART OF 501 PLANThe	
requirements of subsection (a) by	eligible agency may submit the	States are still allowed to fulfill the requirements this Act's state
submitting a plan under section	plan required under this section as	planning requirements by submitting a unified plan under the
501 of Public Law 105–220.	part of the plan submitted under	Workforce Investment Act.
	section 501 of Public Law 105-	
	220, if the plan submitted pursuant	
	to the requirement of this section	
	meets the requirements of this Act.	
"(e) PLAN APPROVAL.—	(e) PLAN APPROVAL	No change.
(e) I LAN AI I KO VAL.—	(e) I LAN AI I KO VAL	140 Change.
"(1) IN GENERAL.—The	(1) <b>IN GENERAL</b> The	
Secretary shall approve a State	Secretary shall approve a State	
plan, or a revision to an approved	plan, or a revision to an approved	
State plan, unless the Secretary	State plan, unless the Secretary	
determines that—	determines that	
(((A) 1 G( ( 1 )	(A) 1 G ( 1	
"(A) the State plan, or revision, respectively, does not meet the	(A) the State plan, or revision, respectively, does not meet the	
requirements of this section; or	requirements of this Act; or	
requirements of this section, or	requirements of this Act, of	
"(B) the State's levels of	(B) the State's levels of	
performance on the core indicators	performance on the core indicators	
of performance consistent with	of performance consistent with	
section 113 are not sufficiently	section 113 are not sufficiently	
rigorous to meet the purpose of this	rigorous to meet the purpose of	
Act.	this Act.	
"(2) <b>DISAPPROVAL.</b> —The	(2) DisapprovalThe Secretary	No change.
Secretary shall not finally	shall not finally disapprove a State	
disapprove a State plan, except	plan, except after giving the	
after giving the eligible agency	eligible agency notice and an	
notice and an opportunity for a	opportunity for a hearing.	
hearing.		

1998	2006	Differences/Comments
"(3) CONSULTATION.—The	(3) <i>Consultation</i> The eligible	No change.
eligible agency shall develop the	agency shall develop the portion	0
portion of each State plan relating	of each State plan relating to the	This language requires the eligible agency to establish a process for
to the amount and uses of any	amount and uses of any funds	stakeholders to submit objections to the state plan. The eligible
funds proposed to be reserved for	proposed to be reserved for adult	agency must respond to any objections when it submits its state plan
adult vocational and technical	career and technical education,	to the Secretary.
education, postsecondary	postsecondary career and technical	•
vocational and technical education,	education, tech prep education,	
tech-prep education, and secondary	and secondary career and	
vocational and technical education	technical education after	
after consultation with the State	consultation with the State agency	
agency responsible for supervision	responsible for supervision of	
of community colleges, technical	community colleges, technical	
institutes, or other 2-year	institutes, or other 2-year	
postsecondary institutions	postsecondary institutions	
primarily engaged in providing	primarily engaged in providing	
postsecondary vocational and	postsecondary career and technical	
technical education, and the State	education, and the State agency	
agency responsible for secondary	responsible for secondary	
education. If a State agency finds	education. If a State agency finds	
that a portion of the final State plan	that a portion of the final State	
is objectionable, the State agency	plan is objectionable, the State	
shall file such objections with the	agency shall file such objections	
eligible agency. The eligible	with the eligible agency. The	
agency shall respond to any	eligible agency shall respond to	
objections of the State agency in	any objections of the State agency	
the State plan submitted to the	in the State plan submitted to the	
Secretary.	Secretary.	
"(4) TIMEFRAME.—A State	(4) <i>Timeframe</i> A State plan	No change.
plan shall be deemed approved by	shall be deemed approved by the	
the Secretary if the Secretary has	Secretary if the Secretary has not	
not responded to the eligible	responded to the eligible agency	
agency regarding the State plan	regarding the State plan within 90	
within 90 days of the date the	days of the date the Secretary	
Secretary receives the State plan.	receives the State plan.	

1998	2006	Differences/Comments
"(f) TRANSITION.—This section shall be subject to section 4 for fiscal year 1999 only, with respect to activities under this section.		This section was replaced by transition language in section 4.
"SEC. 123. IMPROVEMENT	``SEC. 123. IMPROVEMENT	
"(a) STATE PROGRAM IMPROVEMENT PLAN.—If a State fails to meet the State adjusted levels of performance described in the report submitted under section 113(c), the eligible agency shall develop and implement a program improvement plan in consultation with appropriate agencies, individuals, and organizations for the first program year succeeding the program year in which the eligible agency failed to meet the State adjusted levels of performance, in order to avoid a sanction under subsection (d).	"(a) State Program Improvement  "(1) PLANIf a State fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators of performance described in section 113(b)(3), the eligible agency shall develop and implement a program improvement plan (with special consideration to performance gaps identified under section 113(c)(2)) in consultation with the appropriate agencies, individuals, and organizations during the first program year succeeding the	While improvement plans were required under Perkins III, Perkins IV provides more specificity as to what triggers an improvement plan.  If a state fails to meet 90% of an agreed upon adjusted level of performance for any single core indicator of performance, it must submit an improvement plan that accounts and addresses any achievement gaps.  The implementation of the improvement plan will occur the first year after the eligible agency fails to meet 90% of any a single performance target.
	program year for which the eligible agency failed to so meet the State adjusted level of performance for any of the core indicators of performance.  "(2) TECHNICAL ASSISTANCEIf the Secretary determines that an eligible agency	If the Secretary determines the eligible agency is not making progress toward achieving its performance levels, the Secretary will work with the eligible agency to implement improvement activities.

1998	2006	Differences/Comments
1998	is not properly implementing the eligible agency's responsibilities under section 122, or is not making substantial progress in meeting the purposes of this Act, based on the State's adjusted levels of performance, the Secretary shall work with the eligible agency to implement the improvement activities consistent with the requirements of this Act.  '`(3) SUBSEQUENT ACTION  '`(A) IN GENERALThe Secretary may, after notice and opportunity for a hearing, withhold from an eligible agency all, or a portion, of the eligible agency's allotment under paragraphs (2) and (3) of section 112(a) if the eligible agency  '`(i) fails to implement an improvement plan as described in paragraph (1);  '`(ii) fails to make any improvement in meeting any of	An eligible agency will be eligible for sanctions if:  • It fails to implement an improvement plan; • Fails to make any improvement within the first program year of implementation of its improvement plan; or • Doesn't meet 90% of adjusted performance levels for the same performance indicator for three consecutive years.  If an eligible agency is sanctioned, the sanction will come out of the state leadership/state administration funds.
	` '	
	indicators of performance identified under paragraph (1) within the first program year of implementation of its improvement plan described in	

1998	2006	Differences/Comments
	paragraph (1); or	
	``(iii) fails to meet at least 90	
	percent of an agreed upon State	
	adjusted level of performance for	
	the same core indicator of	
	performance for 3 consecutive	
	years.	
	``(B) WAIVER FOR	If an eligible agency qualifies for a sanction, the Secretary of
	EXCEPTIONAL	Education may waive requirements for extenuating circumstances.
	CIRCUMSTANCESThe	
	Secretary may waive the sanction	
	in subparagraph (A) due to	
	exceptional or uncontrollable	
	circumstances, such as a natural	
	disaster or a precipitous and	
	unforeseen decline in the financial	
(((2)	resources of the State.	
"(3) FUNDS RESULTING	``(4) FUNDS RESULTING	If an eligible agency is sanctioned, the funds withheld by the
FROM REDUCED	FROM REDUCED	Secretary shall be used to serve that state.
ALLOTMENTS.—	ALLOTMENTSThe Secretary	
"(A) IN GENERAL.—The	shall use funds withheld under	
Secretary shall use funds withheld	paragraph (3) for a State served by	
under paragraph (2), for a State	an eligible agency to provide	
served by an eligible agency, to	technical assistance, to assist in	
provide (through alternative	the development of an improved	
arrangements) services and	State improvement plan, or for	
activities within the State to meet	other improvement activities	
the purpose of this Act.	consistent with the requirements	
((A) LOCAL EXALUATION	of this Act for such State.	
"(b) LOCAL EVALUATION.—	``(b) Local Program	This section is expanded to more fully articulate the local program
Each eligible agency shall evaluate	Improvement	improvement/sanction provisions. These provisions mirror that of
annually, using the State adjusted	N/1) I OCAI	the eligible agency improvement plan/sanction language.
levels of performance, the	``(1) <b>LOCAL</b>	

1998	2006	<b>Differences/Comments</b>
vocational and technical education	<b>EVALUATION</b> Each eligible	
activities of each eligible recipient	agency shall evaluate annually,	
receiving funds under this title.	using the local adjusted levels of	
	performance described in section	
	113(b)(4), the career and technical	
	education activities of each	
	eligible recipient receiving funds	
	under this title.	
"(c) LOCAL IMPROVEMENT	``(2) <b>PLAN</b> If, after reviewing	Local improvement plans mirror state improvement plans. The first
PLAN.—	the evaluation in paragraph (1),	year an eligible recipient fails to meet at least 90% of any single
"(1) IN GENERAL.—If, after	the eligible agency determines that	performance target, an improvement plan must be put in place.
reviewing the evaluation, the	an eligible recipient failed to meet	
eligible agency determines that an	at least 90 percent of an agreed	
eligible recipient is not making	upon local adjusted level of	
substantial progress in achieving	performance for any of the core	
the State adjusted levels of	indicators of performance	
performance, the eligible agency	described in section 113(b)(4), the	
shall—	eligible recipient shall develop	
"(A) conduct an assessment of the	and implement a program	
educational needs that the eligible	improvement plan (with special	
recipient shall address to overcome	consideration to performance gaps	
local performance deficiencies;	identified under section	
"(B) enter into an improvement	113(b)(4)(C)(ii)(II)) in	
plan based on the results of the	consultation with the eligible	
assessment, which plan shall	agency, appropriate agencies,	
include instructional and other	individuals, and organizations	
programmatic innovations of	during the first program year	
demonstrated effectiveness, and	succeeding the program year for	
where necessary, strategies for	which the eligible recipient failed	
appropriate staffing and staff	to so meet any of the local	
development; and	adjusted levels of performance for	
"(C) conduct regular evaluations	any of the core indicators of	
of the progress being made toward	performance.	
reaching the State adjusted levels		
of performance.		

1998	2006	Differences/Comments
"(2) CONSULTATION.—The		Language merged into the section above.
eligible agency shall conduct the		
activities described in paragraph		
(1) in consultation with teachers,		
parents, other school staff,		
appropriate agencies, and other		
appropriate individuals and		
organizations.		
"(d) SANCTIONS.—	``(3) TECHNICAL	No substantive change.
"(1) TECHNICAL	<b>ASSISTANCE</b> If the eligible	
<b>ASSISTANCE.</b> —If the Secretary	agency determines that an eligible	The eligible agency must work with and provide technical assistance
determines that an eligible agency	recipient is not properly	to eligible recipients that are not making progress in meeting the
is not properly implementing the	implementing the eligible	purpose of the Act, which is determined by performance in meeting
eligible agency's responsibilities	recipient's responsibilities under	local adjusted levels of performance, or are not implementing their
under section 122, or is not making	section 134, or is not making	responsibilities as defined in section 134.
substantial progress in meeting the	substantial progress in meeting the	
purpose of this Act, based on the	purposes of this Act, based on the	
State adjusted levels of	local adjusted levels of	
performance, the Secretary shall	performance, the eligible agency	
work with the eligible agency to	shall work with the eligible	
implement improvement activities	recipient to implement	
consistent with the requirements of	improvement activities consistent	
this Act.	with the requirements of this Act.	
"(2) FAILURE.—If an eligible	`(4) SUBSEQUENT ACTION	Like eligible agencies, eligible recipients are eligible for sanctions if:
agency fails to meet the State		
adjusted levels of performance, has	``(A) <b>IN GENERAL</b> The	It fails to implement an improvement plan;
not implemented an improvement	eligible agency may, after notice	Fails to make any improvement within the first program year
plan as described in paragraph (1),	and opportunity for a hearing,	of implementation of its improvement plan; or
has shown no improvement within	withhold from the eligible	• Doesn't meet 90% of an adjusted performance levels for the
1 year after implementing an	recipient all, or a portion, of the	same performance measures for three consecutive years.
improvement plan as described in	eligible recipient's allotment under	,
paragraph (1), or has failed to meet	this title if the eligible recipient	If an eligible recipient is sanctioned, the eligible agency can withhold
the State adjusted levels of		some or all of the eligible recipients' allotment.
performance for 2 or more	``(i) fails to implement an	
consecutive years, the Secretary	_	

1998	2006	Differences/Comments
may, after notice and opportunity	improvement plan as described in	
for a hearing, withhold from the	paragraph (2);	
eligible agency all, or a portion of,		
the eligible agency's allotment	``(ii) fails to make any	
under this title. The Secretary may	improvement in meeting any of	
waive the sanction under this	the local adjusted levels of	
paragraph due to exceptional or	performance for the core	
uncontrollable circumstances such	indicators of performance	
as a natural disaster or a	identified under paragraph (2)	
precipitous and unforeseen decline	within the first program year of	
in the financial resources of the	implementation of its	
State.	improvement plan described in	
	paragraph (2); or	
	``(iii) fails to meet at least 90	
	percent of an agreed upon local	
	adjusted level of performance for	
	the same core indicator of	
	performance for 3 consecutive	
	years.	
	``(B) WAIVER FOR	Mirrors state waiver for exceptional circumstances.
	EXCEPTIONAL	
	CIRCUMSTANCESIn	
	determining whether to impose	
	sanctions under subparagraph (A),	
	the eligible agency may waive	
	imposing sanctions	
	``(i) due to exceptional or	
	uncontrollable circumstances,	
	such as a natural disaster or a	
	precipitous and unforeseen decline	
	in the financial resources of the	

1998	2006	Differences/Comments
	eligible recipient; or	
	NCO been dear the immediate of the	
	``(ii) based on the impact on the	
	eligible recipient's reported	
	performance of the small size of the career and technical education	
	program operated by the eligible	
	recipient.	
	``(5) FUNDS RESULTING	If an eligible agency sanctions an eligible recipient, the funds
	FROM REDUCED	withheld must be used to provide services to the students who were
	ALLOTMENTSThe eligible	served by that eligible recipient.
	agency shall use funds withheld	Server and angione receiptions
	under paragraph (4) from an	
	eligible recipient to provide	
	(through alternative arrangements)	
	services and activities to students	
	within the area served by such	
	recipient to meet the purposes of	
	this Act.	
"(B) REDISTRIBUTION.—If		This language was eliminated.
the Secretary cannot satisfactorily		
use funds withheld under		
paragraph (2), then the amount of		
funds retained by the Secretary as a		
result of a reduction in an		
allotment made under paragraph (2) shall be redistributed to other		
eligible agencies in accordance		
with section 111.		
"SEC. 124. STATE	``SEC. 124. STATE	No change.
LEADERSHIP ACTIVITIES.	LEADERSHIP ACTIVITIES.	110 011111901
"(a) GENERAL	``(a) General AuthorityFrom	
<b>AUTHORITY.</b> —From amounts	amounts reserved under section	

1998	2006	Differences/Comments
reserved under section 112(a)(2),	112(a)(2), each eligible agency	
each eligible agency shall conduct	shall conduct State leadership	
State leadership activities.	activities.	
"(b) REQUIRED USES OF	``(b) Required Uses of Funds	
<b>FUNDS.</b> —The State leadership	The State leadership activities	
activities described in subsection	described in subsection (a) shall	
(a) shall include—	include	
"(1) an assessment of the	``(1) an assessment of the career	Add the focus on "high demand" to the analysis/assessment the
vocational and technical education	and technical education programs	eligible agency must conduct to ensure that the CTE programs
programs carried out with funds	carried out with funds under this	supported by this Act are preparing students, including special pops
under this title that includes an	title, including an assessment of	to meet the performance goals in section 113 and are preparing
assessment of how the needs of	how the needs of special	students for high skill, high wage and also high demand occupations.
special populations are being met	populations are being met and	and the second s
and how such programs are	how the career and technical	
designed to enable special	education programs are designed	
populations to meet State adjusted	to enable special populations to	
levels of performance and prepare	meet State adjusted levels of	
the special populations for further	performance and prepare the	
learning or for high skill, high	special populations for further	
wage careers;	education, further training, or for	
	high skill, high wage, or high	
	demand occupations;	
"(2) developing, improving, or	``(2) developing, improving, or	
expanding the use of technology in	expanding the use of technology	
vocational and technical education	in career and technical education	
that may include—	that may include	
"(A) training of vocational and	``(A) training of career and	
technical education personnel to	technical education teachers,	
use state-of-the-art technology, that	faculty, career guidance and	
may include distance learning;	academic counselors, and	
,,	administrators to use technology,	
"(B) providing vocational and		

1998	2006	Differences/Comments
technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field; or  "(C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;	including distance learning;  ``(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into technology fields, including non-traditional fields; or  ``(C) encouraging schools to collaborate with technology industries to offer voluntary	New language calls attention to the math and science knowledge that is foundational to many CTE programs, including non-traditional programs.
"(3) professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel, that—	internships and mentoring programs;  ``(3) professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels, that support activities described in section 122 and	This language mirrors the state plan language to expand the list of stakeholders to specifically include secondary and postsecondary CTE teachers/faculty and career guidance and academic counselors.
"(A) will provide in-service and pre-service training in state-of-the- art vocational and technical education programs and techniques, effective teaching	"(A) provide in-service and pre-service training in career and technical education programs "(i) on effective integration and	This language mirrors the state plan language and requires professional development to focus on integration, research-based practices, improvement of parental and community involvement, and the use of research to inform and improve instruction.

1998	2006	Differences/Comments
skills based on research, and	use of challenging academic and	
effective practices to improve	career and technical education	
parental and community	provided jointly with academic	
involvement; and	teachers to the extent practicable;	
	``(ii) on effective teaching skills based on research that includes promising practices;  ``(iii) on effective practices to improve parental and community involvement; and  ``(iv) on effective use of scientifically based research and data to improve instruction;	
	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	This law was a mission of the state when he was a Durch with a law and the state when he was a law and the was a law and the was a law and the state when he w
	"(B) are high quality, sustained, intensive, and	This language mirrors the state plan language. Professional development must be classroom-focused and cannot be "1-day or
	classroom-focused in order to	short-term."
	have a positive and lasting impact	Short-term.
	on classroom instruction and the	
	teacher's performance in the	
	classroom, and are not 1-day or	
	short-term workshops or	
	conferences;	
"(B) will help teachers and	``(C) will help teachers and	No change.
personnel to assist students in	personnel to improve student	
meeting the State adjusted levels of	achievement in order to meet the	
performance established under	State adjusted levels of	
section 113;	performance established under	
- ,	section 113;	
"(C) will support education	``(D) will support education	Professional development should also help CTE professionals stay

programs for teachers of vocational and technical education in public schools and other public school sand other public school sersonnel who are involved in the direct delivery of educational services to vocational and technical education students to ensure that such teachers stay current with the needs, expectations, and methods of industry; and  "(i) stay current with the needs, expectations, and methods of industry; and extended academic and eademic and eademic and technical education at teachers and personnel—  "(i) stay current with the needs, expectations, and methods of industry;  "(ii) can effectively develop rigorous and challenging, integrated academic and career and technical education curricula jointly with academic teachers, to the extent practicable;  "(iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and  "(iv) effectively use applied learning that contributes to the academic and career and technical showledge of the student; and  "(iv) officially develop a higher level of academic and career and technical education; and  "(iv) effectively use applied learning that contributes to the academic and career and technical education and career and technical education and career and technical education; and  "(iv) effectively use applied learning that contributes to the academic and career and technical education and career and technical education and career and technical education; and  "(iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student; and  "(iii) develop a higher level of academic and acreer and technical education; and  "(iv) effectively use applied learning that contributes to the academic and career and technical education and	1000	2007	Difference and Comments
and technical education in public schools and other public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students to ensure that such teachers stay current with the needs, expectations, and methods of industry; and  "(i) stay current with the needs, expectations, and methods of industry; and education and technical education and technical education students to ensure that teachers and personnel—  "(ii) can effectively develop rigorous and challenging, integrated academic and career and technical education curriculal jointly with academic teachers, to the extent practicable;  "(iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and  "(iv) effectively use applied learning that contributes to the academic and career and technical education; and  "(iv) effectively use applied learning that contributes to the academic and career and technical education; and  "(iv) effectively use applied learning that contributes to the academic and technical education in public schools and other public schools and the thirding identifies having both academic and technical education are training).  and the integration of academic and technical education in bublic schools are reinvolved in the direct delivery of educational services to career and technical education students to ensure that teachers and personnel—  "(ii) stay current with the needs, expectations, and methods of industry;  "(iii) develop a higher level of academic and career and technical education curricula jointly with academic and career and technical education such that teachers and personnel—  "(iii) develop a higher level of academic and career and technical education such academic and technical education such academic and technical education such in the training).	1998	2006	Differences/Comments
schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students to ensure that such teachers stay current with the needs, expectations, and methods of industry; and  "(i) stay current with the needs, expectations, and methods of industry; "(ii) can effectively develop rigorous and challenging, integrated academic and career and technical education curricula jointly with academic teachers, to the extent practicable;  "(iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and  "(iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student; and  "(E) are coordinated with the professional development activities			, 11
personnel who are involved in the direct delivery of educational services to vocational and technical education students to ensure that such teachers stay current with the needs, expectations, and methods of industry; and  "(i) stay current with the needs, expectations, and methods of industry;  "(ii) can effectively develop rigorous and challenging, integrated academic and career and technical education curricula jointly with academic teachers, to the extent practicable;  "(iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and  "(iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student; and  "(iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student; and  "(iv) is integrated with the professional development activities  "(E) are coordinated with the professional development activities	1		
direct delivery of educational services to vocational and technical education students to ensure that such teachers stay current with the needs, expectations, and methods of industry; and  "(i) stay current with the needs, expectations, and methods of industry;  "(ii) can effectively develop rigorous and challenging, integrated academic and career and technical education curricula jointly with academic teachers, to the extent practicable;  "(iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and  "(iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student; and  "(D) is integrated with the professional development activities  "(E) are coordinated with the professional development activities	l *	_	·
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expectations, and methods of industry;  "(ii) can effectively develop rigorous and challenging, integrated academic and career and technical education curricula jointly with academic teachers, to the extent practicable;  "(iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and  "(iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student; and  "(D) is integrated with the professional development activities  "(E) are coordinated with the teacher certification or licensing	1		
industry;  ``(ii) can effectively develop rigorous and challenging, integrated academic and career and technical education curricula jointly with academic teachers, to the extent practicable;  ``(iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and  ``(iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student; and  '`(D) is integrated with the professional development activities  '`(E) are coordinated with the teacher certification or licensing	of industry; and	The state of the s	
"(ii) can effectively develop rigorous and challenging, integrated academic and career and technical education curricula jointly with academic teachers, to the extent practicable;  "(iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and  "(iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student; and  "(E) are coordinated with the professional development activities  "(E) are coordinated with the teacher certification or licensing		*	
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"(D) is integrated with the professional development activities academic and career and technical knowledge of the student; and  "(E) are coordinated with the teacher certification or licensing			
''(D) is integrated with the professional development activities   No change.  No change.			
"(D) is integrated with the professional development activities teacher certification or licensing  "(E) are coordinated with the teacher certification or licensing			
professional development activities   teacher certification or licensing		knowledge of the student; and	
professional development activities   teacher certification or licensing			
professional development activities   teacher certification or licensing	"(D) is integrated with the	``(F) are coordinated with the	No change
	, ,	` '	110 change.
	that the State carries out under title	and professional development	

1998	2006	Differences/Comments
II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6001 et seq.) and title II of the Higher Education Act of 1965;  "(4) support for vocational and technical education programs that improve the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such vocational and technical education programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical subjects;	activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;  ``(4) supporting career and technical education programs that improve the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such career and technical education programs, through the integration of coherent and relevant content aligned with challenging academic standards and relevant career and technical education, to ensure achievement in—  ``(A) the core academic subjects (as defined in section 9101 of the	CTE programs receiving Perkins funding should focus dually on preparation for academic (as defined by NCLB) and technical competency. This preparation should include the integration of coherent and relevant content that is aligned to standards.
	Elementary and Secondary Education Act of 1965); and  ``(B) career and technical education subjects;	
"(5) providing preparation for nontraditional training and employment;	``(5) providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special	Retains a focus on preparation in non-traditional fields but is more specific in that the preparation should expose students, including special pops, to high skill, high wage occupations.

1998	2006	Differences/Comments
	populations, to high skill, high wage occupations;	
"(6) supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, parents, and local partnerships, to enable students to achieve State academic standards, and vocational and technical skills;	``(6) supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study, as described in section 122(c)(1)(A);	The focus of these partnerships is expanded upon to include the achievement of State academic standards, CTE skills and the programs of study.
"(7) serving individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities; and	"(7) serving individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities;	No change.
"(8) support for programs for special populations that lead to high skill, high wage careers.	``(8) support for programs for special populations that lead to high skill, high wage, or high demand occupations; and	A new focus on support for programs for special populations to also include preparation for "high demand" occupations.
	``(9) technical assistance for eligible recipients.	Technical assistance is now a required state leadership use of funds.  This decision was made to reinforce the connection between uses of funds and accountability data and requiring professional development and technical assistance to close achievement and performance gaps.
"(c) PERMISSIBLE USES OF FUNDS.—The leadership activities described in subsection (a) may include—	``(c) Permissible Uses of Funds The leadership activities described in subsection (a) may include	

1998	2006	Differences/Comments
"(1) technical assistance for eligible recipients;		Technical assistance was moved to required uses of funds.
``(2) improvement of career guidance and academic counseling programs that assist students in making informed academic, and vocational and technical education decisions;	``(1) improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including  ``(A) encouraging secondary and postsecondary students to graduate with a diploma or degree; and  ``(B) exposing students to high skill, high wage occupations and	New language suggests that counseling programs should encourage students to attain a diploma or degree and that the programs should expose students to high skill, high wage occupations and non-traditional fields.
"(3) establishment of agreements between secondary and postsecondary vocational and technical education programs in order to provide postsecondary education and training opportunities for students participating in such vocational and technical education programs, such as tech-prep programs;	non-traditional fields;  ``(2) establishment of agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs in order to provide postsecondary education and training opportunities for students participating in such career and technical education programs, such as tech prep programs;	While the Perkins III provision was broadly connecting secondary and postsecondary programs, this Act specifically refers to articulation agreements and Tech Prep as means of achieving effective learner transition.
as tem-prep programs,	``(3) support for initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs,	This is a new addition to expand the focus of transition from secondary to 2 year programs to also include the transition from sub baccalaureate CTE to baccalaureate degree programs.  Myriad ways to achieve this new focus are allowed:

1998	2006	Differences/Comments
	including  ``(A) statewide articulation agreements between associate degree granting career and technical postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;  ``(B) postsecondary dual and concurrent enrollment programs;  ``(C) academic and financial aid counseling; and  ``(D) other initiatives  ``(i) to encourage the pursuit of a baccalaureate degree; and  ``(ii) to overcome barriers to participation in baccalaureate degree programs, including geographic and other barriers	statewide articulation agreements;     dual and concurrent enrollment programs; and     academic and financial aid counseling.
	affecting rural students and special populations;	
"(5) support for vocational and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations;	``(4) support for career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations;	No change.

1998	2006	Differences/Comments
"(6) support for public charter	``(5) support for public charter	No change.
schools operating secondary	schools operating career and	
vocational and technical education	technical education programs;	
programs;		
"(7) support for vocational and	``(6) support for career and	No change.
technical education programs that	technical education programs that	
offer experience in, and	offer experience in, and	
understanding of, all aspects of an	understanding of, all aspects of an	
industry for which students are	industry for which students are	
preparing to enter;	preparing to enter;	
"(8) support for family and	``(7) support for family and	No change.
consumer sciences programs;	consumer sciences programs;	
"(9) support for education and	``(8) support for partnerships	Merges two prior uses of funds – partnerships and coop ed. Also
business partnerships;	between education and business or	adds a new allowable use to encourage faculty sharing among
"(4) support for cooperative	business intermediaries, including	secondary and postsecondary programs.
education;	cooperative education and adjunct	
	faculty arrangements at the	
	secondary and postsecondary	
	levels;	
"(10) support to improve or	``(9) support to improve or	The focus on improving CTE specifically calls attention to several
develop new vocational and	develop new career and technical	prominent initiatives including career clusters, career academies,
technical education courses	education courses and initiatives,	and distance education and encourages that these initiatives focus on
	including career clusters, career	preparing students for high skill, high wage or high demand
	academies, and distance	occupations.
	education, that prepare individuals	
	academically and technically for	
	high skill, high wage, or high	
	demand occupations;	
	``(10) awarding incentive grants	While the incentive grants were removed at the national level, this
	to eligible recipients	new provision was added to allow eligible agencies to provide
		incentives to eligible recipients. The incentives are focused on four
	``(A) for exemplary	areas where the Congress would like to see focus and/or expansion
	performance in carrying out	within CTE – rewarding performance; connections between
	programs under this Act, which	secondary and postsecondary; adopting coherent and rigorous

1998	2006	Differences/Comments
	awards shall be based on-  ``(i) eligible recipients exceeding the local adjusted levels of performance established under section 113(b) in a manner that reflects sustained or significant improvement;  ``(ii) eligible recipients effectively developing connections between secondary education and postsecondary education and training;  ``(iii) the adoption and integration of coherent and rigorous content aligned with challenging academic standards and technical coursework;  ``(iv) eligible recipients' progress in having special populations who participate in career and technical education programs meet local adjusted levels of performance; or  ``(v) other factors relating to the performance of eligible recipients under this Act as the eligible agency determines are appropriate; or	content aligned with challenging academic standards and technical coursework; progress in special populations meeting adjusted levels of performance; and other factors determined by the eligible agency.

1998	2006	Differences/Comments
	``(B) if an eligible recipient	
	elects to use funds as permitted	
	under section 135(c)(19);	
	``(11) providing for activities to	This new provision allows state leadership funds to support
	support entrepreneurship	entrepreneurship education.
	education and training;	
"(11) providing vocational and	``(12) providing career and	Retains the allowance to use state leadership funds on drop out
technical education programs for	technical education programs for	programs but adds a new requirement for coordination with the
adults and school dropouts to	adults and school dropouts to	Adult Ed programs.
complete their secondary school	complete their secondary school	
education; and	education, in coordination, to the	
	extent practicable, with activities	
	authorized under the Adult	
	Education and Family Literacy	
	Act;	
"(12) providing assistance to	``(13) providing assistance to	Retains the allowance to use state leadership funds for adult CTE
students, who have participated in	individuals, who have participated	programs, but encourages coordination of these programs
services and activities under this	in services and activities under	Workforce Investment Act one-stop centers.
title, in finding an appropriate job	this title, in continuing the	
and continuing their education.	individuals' education or training	
	or finding appropriate jobs, such	
	as through referral to the system	
	established under section 121 of	
	Public Law 105-220;	
	``(14) developing valid and	This new provision allows state leadership funds to support the
	reliable assessments of technical	development of technical assessments.
	skills;	
	``(15) developing and enhancing	This new provision allows state leadership funds to support the
	data systems to collect and	development of data systems, as well as the use of the data.
	analyze data on secondary and	
	postsecondary academic and	
	employment outcomes;	
	``(16) improving	This new provision allows state leadership funds to support teacher
		recruitment and retention programs. Language in the state plan

1998	2006	Differences/Comments
	``(A) the recruitment and	mirrors this language.
	retention of career and technical	
	education teachers, faculty,	
	administrators, and career	
	guidance and academic	
	counselors, including individuals	
	in groups underrepresented in the	
	teaching profession; and	
	``(B) the transition to teaching	
	from business and industry,	
	including small business; and	
	``(17) support for occupational	When this Act was passed, the appropriations for Section 118 had
	and employment information	been zeroed out. While we work to restore those funds, the Section
	resources, such as those described	118 resources and services can be continued with state leadership
	in section 118.	dollars.
"(d) RESTRICTION ON USES	``(d) Restriction on Uses of	No change.
<b>OF FUNDS.</b> —An eligible agency	FundsAn eligible agency that	
that receives funds under section	receives funds under section	
112(a)(2) may not use any of such	112(a)(2) may not use any of such	
funds for administrative costs.	funds for administrative costs	
"PART C—LOCAL		This section was eliminated because it was no longer relevant. This
PROVISIONS		Act does not make a substantive shift in the secondary formula and
"SEC. 131. DISTRIBUTION OF		as such a phase in wasn't required.
FUNDS TO SECONDARY		
SCHOOL PROGRAMS.		
"(a) DISTRIBUTION FOR		
FISCAL YEAR 1999.—Except as		
provided in section 133 and as		
otherwise provided in this section,		
each eligible agency shall		
distribute the portion of the funds		
made available under section		
112(a)(1) to carry out this section		

1998	2006	Differences/Comments
for fiscal year 1999 to local		
educational agencies within the		
State as follows:		
"(1) SEVENTY PERCENT.—		This section was eliminated because it was no longer relevant. This
From 70 percent of such portion,		act does not make a substantive shift in the secondary formula and
each local educational agency shall		as such a phase in wasn't required.
be allocated an amount that bears		•
the same relationship to such 70		
percent as the amount such local		
educational agency was allocated		
under section 1124 of the		
Elementary and Secondary		
Education Act of 1965 (20 U.S.C.		
6333) for the preceding fiscal year		
bears to the total amount received		
under such section by all local		
educational agencies in the State		
for such preceding fiscal year.		
"(2) TWENTY PERCENT.—		This section was eliminated because it was no longer relevant. This
From 20 percent of such portion,		act does not make a substantive shift in the secondary formula and
each local educational agency shall		as such a phase in wasn't required.
be allocated an amount that bears		
the same relationship to such 20		
percent as the number of students		
with disabilities who have		
individualized education programs		
under section 614(d) of the		
Individuals with Disabilities		
Education Act (20 U.S.C. 1414(d))		
served by such local educational		
agency for the preceding fiscal		
year bears to the total number of		
such students served by all local		
educational agencies in the State		
for such preceding fiscal year.		

1998	2006	Differences/Comments
"(3) TEN PERCENT.—From 10 percent of such portion, each local educational agency shall be allocated an amount that bears the same relationship to such 10 percent as the number of students enrolled in schools and adults enrolled in training programs under the jurisdiction of such local educational agency for the preceding fiscal year bears to the number of students enrolled in schools and adults enrolled in training programs under the jurisdiction of all local educational agencies in the State for such		This section was eliminated because it was no longer relevant. This act does not make a substantive shift in the secondary formula and as such a phase in wasn't required.
preceding fiscal year.  "(b) SPECIAL DISTRIBUTION RULES FOR SUCCEEDING FISCAL YEARS.—Except as provided in section 133 and as otherwise provided in this section, each eligible agency shall distribute the portion of funds made available under section 112(a)(1) to carry out this section for fiscal year 2000 and succeeding fiscal years to local educational agencies within the State as follows:		This section was eliminated because it was no longer relevant. This act does not make a substantive shift in the secondary formula and as such a phase in wasn't required.
	"PART CLOCAL PROVISIONS "SEC. 131. DISTRIBUTION	

1998	2006	Differences/Comments
	OF FUNDS TO SECONDARY	
	EDUCATION PROGRAMS.	
	``(a) Distribution Rules	
	Except as provided in section 133	
	and as otherwise provided in this	
	section, each eligible agency shall	
	distribute the portion of funds	
	made available under section	
	112(a)(1) to carry out this section	
	to local educational agencies	
	within the State as follows:	
"(1) <b>30 PERCENT.</b> —30 percent	``(1) THIRTY PERCENT	The formula was modified to reflect current practice.
shall be allocated to such local	Thirty percent shall be allocated to	
educational agencies in proportion	such local educational agencies in	The Perkins III secondary formula incorporated an age range of 15-
to the number of individuals aged	proportion to the number of	19 years old. However this data set was not readily available. During
15 through 19, inclusive, who	individuals aged 5 through 17,	Perkins III implementation, in the absence of the 15-19 data set, the
reside in the school district served	inclusive, who reside in the school	5-17 data set has been used. The 5 -1 7 data set is now legislated to
by such local educational agency	district served by such local	be used under Perkins IV.
for the preceding fiscal year	educational agency for the	
compared to the total number of	preceding fiscal year compared to	
such individuals who reside in the	the total number of such	
school districts served by all local	individuals who reside in the	
educational agencies in the State	school districts served by all local	
for such preceding fiscal year.	educational agencies in the State	
	for such preceding fiscal year, as	
	determined on the basis of the	
	most recent satisfactory	
	``(A) data provided to the	
	Secretary by the Bureau of the	
	Census for the purpose of	
	determining eligibility under title I	
	of the Elementary and Secondary	

1998	2006	Differences/Comments
"(2) 70 PERCENT.—70 percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 15 through 19, inclusive, who reside in the school district served by such local educational agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the fiscal year for which the determination is made compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for such preceding fiscal year.	``(B) student membership data collected by the National Center for Education Statistics through the Common Core of Data survey system.  ``(2) SEVENTY PERCENT Seventy percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in the State for such preceding fiscal year.	The Formula was modified to reflect current practice.  The Perkins III secondary formula incorporated an age range of 15-19 years old. However this data set was not readily available. During Perkins III implementation, in the absence of the 15-19 data set, the 5-17 data set has been used. The 5-17 data set is now legislated to be used under Perkins IV.
	``(3) <b>ADJUSTMENTS</b> Each eligible agency, in making the allocations under paragraphs (1) and (2), shall adjust the data used	Requires adjustments to be made for changes in school district boundaries and charter schools/secondary schools operated by the Bureau of Indian Affairs.

1998	2006	Differences/Comments
	to make the allocations to	
	``(A) reflect any change in school district boundaries that may have occurred since the data were collected; and  ``(B) include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs.	
"(c) WAIVER FOR MORE EQUITABLE DISTRIBUTION.—The Secretary may waive the application of subsection (b) in the case of any eligible agency that submits to the Secretary an application for such a	``(b) Waiver for More Equitable DistributionThe Secretary may waive the application of subsection (a) in the case of any eligible agency that submits to the Secretary an application for such a waiver that	No change.  An alternate formula can be used if that formula more effectively areas of high need.
waiver that—  "(1) demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies within the State than the formula described in	"(1) demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) to local educational agencies within the State than the formula	

1998	2006	<b>Differences/Comments</b>
subsection (b); and	described in subsection (a); and	
"(2) includes a proposal for such	``(2) includes a proposal for	
an alternative formula.	such an alternative formula.	
		NT. 1
"(d) MINIMUM	``(c) Minimum Allocation	No change.
ALLOCATION.—	N/1 IN CENEDAL E	
((4) 1) CPNPD 1	"(1) <b>IN GENERAL</b> Except	
"(1) IN GENERAL.—Except as	as provided in paragraph (2), a	
provided in paragraph (2), a local	local educational agency shall not	
educational agency shall not	receive an allocation under	
receive an allocation under	subsection (a) unless the amount	
subsection (a) unless the amount	allocated to such agency under	
allocated to such agency under	subsection (a) is greater than	
subsection (a) is greater than	\$15,000. A local educational	
\$15,000. A local educational	agency may enter into a	
agency may enter into a	consortium with other local	
consortium with other local	educational agencies for purposes	
educational agencies for purposes	of meeting the minimum	
of meeting the minimum allocation	allocation requirement of this	
requirement of this paragraph.	paragraph.	
"(2) WAIVER.—The eligible	``(2) <b>WAIVER</b> The eligible	No change.
agency shall waive the application	agency shall waive the application	
of paragraph (1) in any case in	of paragraph (1) in any case in	The minimum allocation levels can be waived for public charter
which the local educational	which the local educational	schools operating CTE programs and for a rural area that can
agency—	agency	demonstrate it is unable to enter into a consortium.
"(A)(i) is located in a rural,	``(A)(i) is located in a rural,	
sparsely populated area, or	sparsely populated area; or	
1 J r - r	For some of the second	
"(ii) is a public charter school	``(ii) is a public charter school	
operating secondary vocational and	operating secondary school career	
technical education programs; and	and technical education programs;	
programs, und	and	
"(B) demonstrates that the local		
(2) delilollollated that the local		

1998	2006	<b>Differences/Comments</b>
educational agency is unable to	``(B) demonstrates that the local	
enter into a consortium for	educational agency is unable to	
purposes of providing activities	enter into a consortium for	
under this part.	purposes of providing activities	
	under this part.	
"(3) <b>REDISTRIBUTION.</b> —Any	`(3) <b>REDISTRIBUTION</b> Any	No change.
amounts that are not allocated by	amounts that are not allocated by	
reason of paragraph (1) or	reason of paragraph (1) or	
paragraph (2) shall be redistributed	paragraph (2) shall be	
to local educational agencies that	redistributed to local educational	
meet the requirements of paragraph	agencies that meet the	
(1) or (2) in accordance with the	requirements of paragraph (1) or	
provisions of this section	(2) in accordance with the	
	provisions of this section.	
"(e) LIMITED JURISDICTION	``(d) Limited Jurisdiction	No change.
AGENCIES.—	Agencies	
"(1) IN GENERAL.—In applying		
the provisions of subsection (a), no	``(1) <b>IN GENERAL</b> In	
eligible agency receiving	applying the provisions of	
assistance under this title shall	subsection (a), no eligible agency	
allocate funds to a local	receiving assistance under this	
educational agency that serves only	title shall allocate funds to a local	
elementary schools, but shall	educational agency that serves	
distribute such funds to the local	only elementary schools, but shall	
educational agency or regional	distribute such funds to the local	
educational agency that provides	educational agency or regional	
secondary school services to	educational agency that provides	
secondary school students in the	secondary school services to	
same attendance area.	secondary school students in the	
	same attendance area.	
"(2) SPECIAL RULE.—The	``(2) <b>SPECIAL RULE</b> The	No change.
amount to be allocated under	amount to be allocated under	
paragraph (1) to a local educational	paragraph (1) to a local	
agency that has jurisdiction only	educational agency that has	

1998	2006	<b>Differences/Comments</b>
over secondary schools shall be	jurisdiction only over secondary	
determined based on the number of	schools shall be determined based	
students that entered such	on the number of students that	
secondary schools in the previous	entered such secondary schools in	
year from the elementary schools	the previous year from the	
involved.	elementary schools involved.	
"(f) ALLOCATIONS TO	``(e) Allocations to Area Career	No change.
AREA VOCATIONAL AND	and Technical Education Schools	
TECHNICAL EDUCATION	and Educational Service	
SCHOOLS AND	Agencies	
EDUCATIONAL SERVICE		
AGENCIES.—		
"(1) IN GENERAL.—Each	``(1) <b>IN GENERAL</b> Each	
eligible agency shall distribute the	eligible agency shall distribute the	
portion of funds made available	portion of funds made available	
under section 112(a)(1) for any	under section 112(a)(1) for any	
fiscal year by such eligible agency	fiscal year by such eligible agency	
for secondary school vocational	for career and technical education	
and technical education activities	activities at the secondary level	
under this section to the	under this section to the	
appropriate area vocational and	appropriate area career and	
technical education school or	technical education school or	
educational service agency in any	educational service agency in any	
case in which the area vocational	case in which the area career and	
and technical education school or	technical education school or	
educational service agency, and the	educational service agency, and	
local educational agency	the local educational agency	
concerned—	concerned	
"(A) have formed or will form a	``(A) have formed or will form a	
consortium for the purpose of	consortium for the purpose of	
receiving funds under this section;	receiving funds under this section;	
or	or	
"(B) have entered into or will	``(B) have entered into or will	

1998	2006	Differences/Comments
enter into a cooperative	enter into a cooperative	
arrangement for such purpose.	arrangement for such purpose.	
"(2) ALLOCATION BASIS.—If	``(2) ALLOCATION BASISIf	No change.
an area vocational and technical	an area career and technical	
education school or educational	education school or educational	
service agency meets the	service agency meets the	
requirements of paragraph (1), then	requirements of paragraph (1),	
the amount that would otherwise	then the amount that would	
be distributed to the local	otherwise be distributed to the	
educational agency shall be	local educational agency shall be	
allocated to the area vocational and	allocated to the area career and	
technical education school, the	technical education school, the	
educational service agency, and the	educational service agency, and	
local educational agency based on	the local educational agency based	
each school, agency or entity's	on each school, agency or entity's	
relative share of students who are	relative share of students who are	
attending vocational and technical	attending career and technical	
education programs (based, if	education programs (based, if	
practicable, on the average	practicable, on the average	
enrollment for the preceding 3	enrollment for the preceding 3	
years;	years).	
"(3) APPEALS	``(3) APPEALS PROCEDURE	No change.
<b>PROCEDURE.</b> —The eligible	-The eligible agency shall	
agency shall establish an appeals	establish an appeals procedure for	
procedure for resolution of any	resolution of any dispute arising	
dispute arising between a local	between a local educational	
educational agency and an area	agency and an area career and	
vocational and technical education	technical education school or an	
school or an educational service	educational service agency with	
agency with respect to the	respect to the allocation	
allocation procedures described in	procedures described in this	
this section, including the decision	section, including the decision of a	
of a local educational agency to	local educational agency to leave a	
leave a consortium or terminate a	consortium or terminate a	
cooperative arrangement.	cooperative arrangement.	

1998	2006	Differences/Comments
"(g) CONSORTIUM	``(f) Consortium Requirements	No change.
REQUIREMENTS.—		
	``(1) <b>ALLIANCE</b> Any local	
"(1) ALLIANCE.—Any local	educational agency receiving an	
educational agency receiving an	allocation that is not sufficient to	
allocation that is not sufficient to	conduct a program which meets	
conduct a program which meets the	the requirements of section 135 is	
requirements of section 135 is	encouraged to	
encouraged to—		
	``(A) form a consortium or	
"(A) form a consortium or enter	enter into a cooperative agreement	
into a cooperative agreement with	with an area career and technical	
an area vocational and technical	education school or educational	
education school or educational	service agency offering programs	
service agency offering programs	that meet the requirements of	
that meet the requirements of	section 135;	
section 135;		
	``(B) transfer such allocation to	
"(B) transfer such allocation to the	the area career and technical	
area vocational and technical	education school or educational	
education school or educational	service agency; and	
service agency; and		
	``(C) operate programs that are	
"(C) operate programs that are of	of sufficient size, scope, and	
sufficient size, scope, and quality	quality to be effective.	
to be effective.	N.A. TIND G. TIO	
"(2) FUNDS TO	``(2) FUNDS TO	No change.
CONSORTIUM.—Funds	CONSORTIUMFunds	
allocated to a consortium formed to	allocated to a consortium formed	
meet the requirements of this	to meet the requirements of this	
paragraph shall be used only for	subsection shall be used only for	
purposes and programs that are	purposes and programs that are	
mutually beneficial to all members	mutually beneficial to all members	
of the consortium and can be used	of the consortium and can be used	
only for programs authorized under	only for programs authorized	

1998	2006	Differences/Comments
this title. Such funds may not be	under this title. Such funds may	
reallocated to individual members	not be reallocated to individual	
of the consortium for purposes or	members of the consortium for	
programs benefiting only one	purposes or programs benefiting	
member of the consortium.	only 1 member of the consortium.	
"(h) DATA.—The Secretary shall	``(g) DataThe Secretary shall	No change.
collect information from eligible	collect information from eligible	
agencies regarding the specific	agencies regarding the specific	
dollar allocations made available	dollar allocations made available	
by the eligible agency for	by the eligible agency for career	
vocational and technical education	and technical education programs	
programs under subsections (a),	under subsections (a), (b), (c), (d),	
(b), (c), and (d) and how these	and (e) and how these allocations	
allocations are distributed to local	are distributed to local educational	
educational agencies, area	agencies, area career and technical	
vocational and technical education	education schools, and educational	
schools, and educational service	service agencies, within the State	
agencies, within the State in	in accordance with this section.	
accordance with this section.		
"(i) SPECIAL RULE.—Each	``(h) <i>Special Rule</i> Each eligible	No change.
eligible agency distributing funds	agency distributing funds under	
under this section shall treat a	this section shall treat a secondary	
secondary school funded by the	school funded by the Bureau of	
Bureau of Indian Affairs within the	Indian Affairs within the State as	
State as if such school were a local	if such school were a local	
educational agency within the State	educational agency within the	
for the purpose of receiving a	State for the purpose of receiving	
distribution under this section.	a distribution under this section.	
"SEC. 132. DISTRIBUTION OF	"SEC. 132. DISTRIBUTION	No change.
FUNDS FOR	OF FUNDS FOR	
POSTSECONDARY	POSTSECONDARY	
VOCATIONAL AND	EDUCATION PROGRAMS.	
TECHNICAL EDUCATION		
PROGRAMS.		

1998	2006	Differences/Comments
	``(a) Allocation	
"(a) ALLOCATION.—		
"(1) IN GENERAL.—Except as	``(1) <b>IN GENERAL</b> Except as	
provided in subsections (b) and (c)	provided in subsections (b) and (c)	
and section 133, each eligible	and section 133, each eligible	
agency shall distribute the portion	agency shall distribute the portion	
of the funds made available under	of the funds made available under	
section 112(a)(1) to carry out this	section 112(a)(1) to carry out this	
section for any fiscal year to	section for any fiscal year to	
eligible institutions or consortia of	eligible institutions or consortia of	
eligible institutions within the	eligible institutions within the	
State.	State.	
"(2) FORMULA.—Each eligible	``(2) <b>FORMULA</b> Each eligible	No change.
institution or consortium of eligible	institution or consortium of	
institutions shall be allocated an	eligible institutions shall be	
amount that bears the same	allocated an amount that bears the	
relationship to the portion of funds	same relationship to the portion of	
made available under section	funds made available under	
112(a)(1) to carry out this section	section 112(a)(1) to carry out this	
for any fiscal year as the sum of	section for any fiscal year as the	
the number of individuals who are	sum of the number of individuals	
Federal Pell Grant recipients and	who are Federal Pell Grant	
recipients of assistance from the	recipients and recipients of	
Bureau of Indian Affairs enrolled	assistance from the Bureau of	
in programs meeting the	Indian Affairs enrolled in	
requirements of section 135	programs meeting the	
offered by such institution or	requirements of section 135	
consortium in the preceding fiscal	offered by such institution or	
year bears to the sum of the	consortium in the preceding fiscal	
number of such recipients enrolled	year bears to the sum of the	
in such programs within the State	number of such recipients enrolled	
for such year.	in such programs within the State	
	for such year.	
"(3) CONSORTIUM	``(3) CONSORTIUM	No change.

1998	2006	Differences/Comments
REQUIREMENTS.—	REQUIREMENTS	
	``(A) IN GENERAL	
"(A) IN GENERAL.—	In order for a consortium of	
	eligible institutions described in	
In order for a consortium of	paragraph (2) to receive assistance	
eligible institutions described in	pursuant to such paragraph, such	
paragraph (2) to receive assistance	consortium shall operate joint	
pursuant to such paragraph, such	projects that	
consortium shall operate joint		
projects that—	``(i) provide services to all	
	postsecondary institutions	
"(i) provide services to all	participating in the consortium;	
postsecondary institutions	and	
participating in the consortium;		
and	``(ii) are of sufficient size,	
	scope, and quality to be effective.	
"(ii) are of sufficient size, scope,		
and quality to be effective.		
"(B) FUNDS TO	``(B) FUNDS TO	No change.
CONSORTIUM.—Funds	CONSORTIUMFunds	
allocated to a consortium formed to	allocated to a consortium formed	
meet the requirements of this	to meet the requirements of this	
section shall be used only for	section shall be used only for	
purposes and programs that are	purposes and programs that are	
mutually beneficial to all members	mutually beneficial to all members	
of the consortium and shall be used	of the consortium and shall be	
only for programs authorized under	used only for programs authorized	
this title. Such funds may not be	under this title. Such funds may	
reallocated to individual members	not be reallocated to individual	
of the consortium for purposes or	members of the consortium for	
programs benefiting only one	purposes or programs benefiting	
member of the consortium.	only 1 member of the consortium.	No shange
"(4) WAIVER.—The eligible	``(4) <b>WAIVER</b> The eligible	No change.

1998	2006	Differences/Comments
agency may waive the application	agency may waive the application	
of paragraph (3)(A)(i) in any case	of paragraph (3)(A)(i) in any case	Formula can be waived for eligible institutions in rural areas.
in which the eligible institution is	in which the eligible institution is	
located in a rural, sparsely	located in a rural, sparsely	
populated area.	populated area.	
"(b) WAIVER FOR MORE	``(b) Waiver for More Equitable	No change.
EQUITABLE	DistributionThe Secretary may	
<b>DISTRIBUTION.</b> —The Secretary	waive the application of	
may waive the application of	subsection (a) if an eligible agency	
subsection (a) if an eligible agency	submits to the Secretary an	
submits to the Secretary an	application for such a waiver that-	
application for such a waiver	-	
that—		
"(1) demonstrates that the formula	``(1) demonstrates that the	An alternate formula can be used if the eligible agency can
described in subsection (a) does	formula described in subsection	demonstrate that the new formula results in greater numbers of
not result in a distribution of funds	(a) does not result in a distribution	economically disadvantaged individuals being served.
to the eligible institutions or	of funds to the eligible institutions	
consortia within the State that have	or consortia within the State that	
the highest numbers of	have the highest numbers of	
economically disadvantaged	economically disadvantaged	
individuals and that an alternative	individuals and that an alternative	
formula will result in such a	formula will result in such a	
distribution; and	distribution; and	
"(2) includes a proposal for such	``(2) includes a proposal for	
an alternative formula.	such an alternative formula.	
"(c) MINIMUM GRANT	``(c) Minimum Grant Amount	No change.
AMOUNT.—		
	``(1) <b>IN GENERAL</b> No	Postsecondary minimum grant allocation is still \$50,000.
"(1) IN GENERAL.—No	institution or consortium shall	
institution or consortium shall	receive an allocation under this	
receive an allocation under this	section in an amount that is less	
section in an amount that is less	than \$50,000.	
than \$50,000.		

1998	2006	Differences/Comments
1770	``(2) REDISTRIBUTION	Differ chees/ Comments
"(2) REDISTRIBUTION.—Any	Any amounts that are not	
amounts that are not distributed by	distributed by reason of paragraph	
reason of paragraph (1) shall be	(1) shall be redistributed to	
redistributed to eligible institutions	eligible institutions or consortia in	
or consortia in accordance with this	accordance with this section.	
section.	accordance with this section.	
"SEC. 133. SPECIAL RULES	"SEC. 133. SPECIAL RULES	No change.
FOR VOCATIONAL AND	FOR CAREER AND	110 Change.
TECHNICAL EDUCATION.	TECHNICAL EDUCATION.	
TECHNICAL EDUCATION.	TECHNICAL EDUCATION.	
"(a) SPECIAL RULE FOR	``(a) Special Rule for Minimal	
MINIMAL ALLOCATION.—	Allocation	
WINNIAL ALLOCATION.	Allocation	
"(1) GENERAL	``(1) <b>GENERAL</b>	
AUTHORITY.—Notwithstanding	<b>AUTHORITY</b> Notwithstanding	
the provisions of sections 131 and	the provisions of sections 131 and	
132 and in order to make a more	132 and in order to make a more	
equitable distribution of funds for	equitable distribution of funds for	
programs serving the areas of	programs serving the areas of	
greatest economic need, for any	greatest economic need, for any	
program year for which a minimal	program year for which a minimal	
amount is made available by an	amount is made available by an	
eligible agency for distribution	eligible agency for distribution	
under section 131 or 132, such	under section 131 or 132, such	
State may distribute such minimal	eligible agency may distribute	
amount for such year—	such minimal amount for such	
<i>y</i>	year	
"(A) on a competitive basis; or	<b>3</b>	
, , , , , , , , , , , , , , , , , , , ,	``(A) on a competitive basis; or	
"(B) through any alternative	(, <del>P             </del>	
method determined by the State.	``(B) through any alternative	
	method determined by the eligible	
"(2) MINIMAL AMOUNT.—		
For purposes of this section, the		

1998	2006	<b>Differences/Comments</b>
term 'minimal amount' means not	agency.	
more than 15 percent of the total		
amount made available for	``(2) MINIMAL AMOUNT	
distribution under section	For purposes of this section, the	
112(a)(1).	term `minimal amount' means not	
	more than 15 percent of the total	
	amount made available for	
	distribution under section	
	112(a)(1).	
"(b) REDISTRIBUTION.—	``(b) Redistribution	No change.
"(1) IN GENERAL.—In any	``(1) <b>IN GENERAL</b> In any	
academic year that an eligible	academic year that an eligible	
recipient does not expend all of the	recipient does not expend all of	
amounts the eligible recipient is	the amounts the eligible recipient	
allocated for such year under	is allocated for such year under	
section 131 or 132, such eligible	section 131 or 132, such eligible	
recipient shall return any	recipient shall return any	
unexpended amounts to the eligible	unexpended amounts to the	
agency to be reallocated under	eligible agency to be reallocated	
section 131 or 132, as appropriate.	under section 131 or 132, as	
7 11 1	appropriate.	
"(2) REDISTRIBUTION OF	``(2) REDISTRIBUTION OF	No change.
AMOUNTS RETURNED LATE	AMOUNTS RETURNED LATE	
IN AN ACADEMIC YEAR.—In	IN AN ACADEMIC YEARIn	
any academic year in which	any academic year in which	
amounts are returned to the eligible	amounts are returned to the	
agency under section 131 or 132	eligible agency under section 131	
and the eligible agency is unable to	or 132 and the eligible agency is	
reallocate such amounts according	unable to reallocate such amounts	
to such sections in time for such	according to such sections in time	
amounts to be expended in such	for such amounts to be expended	
academic year, the eligible agency	in such academic year, the eligible	
shall retain such amounts for	agency shall retain such amounts	

1998	2006	Differences/Comments
distribution in combination with	for distribution in combination	
amounts provided under section	with amounts provided under	
112(a)(1) for the following	section 112(a)(1) for the following	
academic year.	academic year.	
"(c) CONSTRUCTION.—	`(c) ConstructionNothing in	No change.
Nothing in section 131 or 132 shall	section 131 or 132 shall be	
be construed—	construed	
"(1) to prohibit a local educational	``(1) to prohibit a local	
agency or a consortium thereof that	educational agency or a	
receives assistance under section	consortium thereof that receives	
131, from working with an eligible	assistance under section 131, from	
institution or consortium thereof	working with an eligible	
that receives assistance under	institution or consortium thereof	
section 132, to carry out secondary	that receives assistance under	
school vocational and technical	section 132, to carry out career	
education programs in accordance	and technical education programs	
with this title;	at the secondary level in	
	accordance with this title;	
"(2) to prohibit an eligible		
institution or consortium thereof	``(2) to prohibit an eligible	
that receives assistance under	institution or consortium thereof	
section 132, from working with a	that receives assistance under	
local educational agency or	section 132, from working with a	
consortium thereof that receives	local educational agency or	
assistance under section 131, to	consortium thereof that receives	
carry out postsecondary and adult vocational and technical education	assistance under section 131, to	
	carry out postsecondary and adult career and technical education	
programs in accordance with this		
title; or	programs in accordance with this title; or	
"(3) to require a charter school,	uuc, oi	
that provides vocational and	``(3) to require a charter school,	
technical education programs and	that provides career and technical	
is considered a local educational	education programs and is	

1998	2006	Differences/Comments
agency under State law, to jointly	considered a local educational	
establish the charter school's	agency under State law, to jointly	
eligibility for assistance under this	establish the charter school's	
title unless the charter school is	eligibility for assistance under this	
explicitly permitted to do so under	title unless the charter school is	
the State's charter school statute.	explicitly permitted to do so under	
	the State's charter school statute.	
"(d) CONSISTENT	``(d) CONSISTENT	No change.
<b>APPLICATION.</b> —For purposes	<b>APPLICATION</b> For purposes of	
of this section, the eligible agency	this section, the eligible agency	
shall provide funds to charter	shall provide funds to charter	
schools offering vocational and	schools offering career and	
technical education programs in	technical education programs in	
the same manner as the eligible	the same manner as the eligible	
agency provides those funds to	agency provides those funds to	
other schools. Such vocational and	other schools. Such career and	
technical education programs	technical education programs	
within a charter school shall be of	within a charter school shall be of	
sufficient size, scope, and quality	sufficient size, scope, and quality	
to be effective.	to be effective.	
"SEC. 134. LOCAL PLAN FOR	``SEC. 134. LOCAL PLAN	No change.
VOCATIONAL AND	FOR CAREER AND	
TECHNICAL EDUCATION	TECHNICAL EDUCATION	
PROGRAMS.	PROGRAMS.	
"(a) LOCAL PLAN	``(a) LOCAL PLAN REQUIRED	
<b>REQUIRED.</b> —Any eligible	-Any eligible recipient desiring	
recipient desiring financial	financial assistance under this part	
assistance under this part shall, in	shall, in accordance with	
accordance with requirements	requirements established by the	
established by the eligible agency	eligible agency (in consultation	
(in consultation with such other	with such other educational	
educational entities as the eligible	training entities as the eligible	
agency determines to be	agency determines to be	
appropriate) submit a local plan to		

1998	2006	Differences/Comments
the eligible agency. Such local plan	appropriate) submit a local plan to	
shall cover the same period of time	the eligible agency. Such local	
as the period of time applicable to	plan shall cover the same period	
the State plan submitted under	of time as the period of time	
section 122.	applicable to the State plan	
	submitted under section 122.	
<b>"(b) CONTENTS.</b> —The eligible	``(b) <i>Contents</i> The eligible	No change.
agency shall determine	agency shall determine the	
requirements for local plans,	requirements for local plans,	
except that each local plan shall—	except that each local plan shall	
"(1) describe how the vocational	``(1) describe how the career	
and technical education programs	and technical education programs	
required under section 135(b) will	required under section 135(b) will	
be carried out with funds received	be carried out with funds received	
under this title;	under this title;	
"(2) describe how the vocational	``(2) describe how the career and	In addition to describing progress in achieving the state performance
and technical education activities	technical education activities will	targets, the local plan must also include the negotiated local levels of
will be carried out with respect to	be carried out with respect to	performance.
meeting State adjusted levels of	meeting State and local adjusted	
performance established under	levels of performance established	
section 113;	under section 113;	
"(3) describe how the eligible	``(3) describe how the eligible	Each eligible recipient must offer at least one program of study. This
recipient will—	recipient will	is the minimum expectation.
	``(A) offer the appropriate	
	courses of not less than 1 of the	
	career and technical programs of	
	study described in section	
	122(c)(1)(A);	
"(A) improve the academic and	``(B) improve the academic and	CTE programs supported by this Act should focus both on
technical skills of students	technical skills of students	preparation for academic (as defined by NCLB) and technical

1998	2006	<b>Differences/Comments</b>
participating in vocational and	participating in career and	competency. This preparation should include the integration of
technical education programs by	technical education programs by	coherent and relevant content that is aligned to standards.
strengthening the academic, and	strengthening the academic and	
vocational and technical	career and technical education	
components of such programs	components of such programs	
through the integration of	through the integration of coherent	
academics with vocational and	and rigorous content aligned with	
technical education programs	challenging academic standards	
through a coherent sequence of	and relevant career and technical	
courses to ensure learning in the	education programs to ensure	
core academic, and vocational and	learning in	
technical subjects;		
	``(i) the core academic subjects	
	(as defined in section 9101 of the	
	Elementary and Secondary	
	Education Act of 1965); and	
	``(ii) career and technical	
	education subjects;	
"(B) provide students with strong	``(C) provide students with	No change.
experience in and understanding of	strong experience in, and	
all aspects of an industry; and	understanding of, all aspects of an	
	industry;	
"(C) ensure that students who	``(D) ensure that students who	No change.
participate in such vocational and	participate in such career and	
technical education programs are	technical education programs are	
taught to the same challenging	taught to the same coherent and	
academic proficiencies as are	rigorous content aligned with	
taught for all other students;	challenging academic standards as	
	are taught to all other students;	
	and	
	``(E) encourage career and	A new local plan requirement that encourages CTE students to
	technical education students at the	enroll in rigorous academic courses (as defined by NCLB).
	secondary level to enroll in	

1998	2006	Differences/Comments
	rigorous and challenging courses	
	in core academic subjects (as	
	defined in section 9101 of the	
	Elementary and Secondary	
	Education Act of 1965);	
"(10) describe how comprehensive	``(4) describe how comprehensive	The audience for professional development is more specific and the
professional development	professional development	substance of the professional development must focus on integration,
(including initial teacher	(including initial teacher	- including curriculum development.
preparation) for vocational and	preparation) for career and	1
technical, academic, guidance, and	technical education, academic,	
administrative personnel will be	guidance, and administrative	
provided.	personnel will be provided that	
	promotes the integration of	
	coherent and rigorous content	
	aligned with challenging academic	
	standards and relevant career and	
	technical education (including	
	curriculum development);	
"(4) describe how parents,	``(5) describe how parents,	No substantive change beyond expanding the group of stakeholders
students, teachers, representatives	students, academic and career and	who should be involved in the development, implementation and
of business and industry, labor	technical education teachers,	evaluation of programs to specifically include both academic and
organizations, representatives of	faculty, administrators, career	CTE teachers and faculty and career guidance and academic
special populations, and other	guidance and academic	counselors.
interested individuals are involved	counselors, representatives of tech	
in the development,	prep consortia (if applicable),	
implementation, and evaluation of	representatives of the entities	
vocational and technical education	participating in activities	
programs assisted under this title,	described in section 117 of Public	
and how such individuals and	Law 105-220 (if applicable),	
entities are effectively informed	representatives of business	
about, and assisted in	(including small business) and	
understanding, the requirements of	industry, labor organizations,	
this title;	representatives of special	
	populations, and other interested	
	individuals are involved in the	

1998	2006	Differences/Comments
	development, implementation, and	
	evaluation of career and technical	
	education programs assisted under	
	this title, and how such individuals	
	and entities are effectively	
	informed about, and assisted in	
	understanding, the requirements of	
	this title, including career and	
	technical programs of study;	
"(5) provide assurances that the	``(6) provide assurances that the	No change.
eligible recipient will provide a	eligible recipient will provide a	
vocational and technical education	career and technical education	
program that is of such size, scope,	program that is of such size,	
and quality to bring about	scope, and quality to bring about	
improvement in the quality of	improvement in the quality of	
vocational and technical education	career and technical education	
programs;	programs;	
"(6) describe the process that will	``(7) describe the process that will	No change.
be used to independently evaluate	be used to evaluate and	
and continuously improve the	continuously improve the	
performance of the eligible	performance of the eligible	
recipient;	recipient;	
'(7) describe how the eligible	(8) describe how the eligible	This requirement is expanded to address access issues for special
recipient—	recipient will	populations. Attention must be paid to achievement gaps for special
		populations and activities must be provided for special populations
"(A) will review vocational and	``(A) review career and technical	to prepare for high wage, high skill, or high demand jobs, leading to
technical education programs, and	education programs, and identify	self-sufficiency.
identify and adopt strategies to	and adopt strategies to overcome	
overcome barriers that result in	barriers that result in lowering	
lowering rates of access to or	rates of access to or lowering	
lowering success in the programs,	success in the programs, for	
for special populations; and	special populations;	
"(B) will provide programs that	``(B) provide programs that are	

1998	2006	Differences/Comments
are designed to enable the special	designed to enable the special	
populations to meet the State	populations to meet the local	
adjusted levels of performance;;	adjusted levels of performance;	
	and	
	``(C) provide activities to	
	prepare special populations,	
	including single parents and	
	displaced homemakers, for high	
	skill, high wage, or high demand	
	occupations that will lead to self-	
	sufficiency;	
"(8) describe how individuals who	``(9) describe how individuals	No change.
are members of the special	who are members of special	
populations will not be	populations will not be	
discriminated against on the basis	discriminated against on the basis	
of their status as members of the	of their status as members of the	
special populations	special populations;	
"(9) describe how funds will be	``(10) describe how funds will be	No change.
used to promote preparation for	used to promote preparation for	
nontraditional training and	non-traditional fields;	
employment; and		
	``(11) describe how career	A new requirement that focuses on how counseling will ensure
	guidance and academic counseling	students get the information necessary to make good career and
	will be provided to career and	postsecondary choices by being fully informed of their options.
	technical education students,	
	including linkages to future	
	education and training	
	opportunities; and	
	``(12) describe efforts to	A new requirement focused on teacher/faculty recruitment and
	improve	retention.
	``(A) the recruitment and	
	retention of career and technical	

1998	2006	Differences/Comments
	education teachers, faculty, and	
	career guidance and academic	
	counselors, including individuals	
	in groups underrepresented in the	
	teaching profession; and	
	``(B) the transition to teaching	
	from business and industry.	
"SEC. 135. LOCAL USES OF	``SEC. 135. LOCAL USES OF	No change.
FUNDS.	FUNDS.	
"(a) GENERAL		
<b>AUTHORITY.</b> —Each eligible	``(a) General AuthorityEach	
recipient that receives funds under	eligible recipient that receives	
this part shall use such funds to	funds under this part shall use	
improve vocational and technical	such funds to improve career and	
education programs.	technical education programs.	
"(b) REQUIREMENTS FOR	`(b) Requirements for Uses of	No change.
<b>USES OF FUNDS.</b> —Funds made	FundsFunds made available to	
available to eligible recipients	eligible recipients under this part	
under this part shall be used to	shall be used to support career and	
support vocational and technical	technical education programs that-	
education programs that—	-	
"(1) strengthen the academic, and	``(1) strengthen the academic and	No significant change. Emphasizes both preparation in core
vocational and technical skills of	career and technical skills of	academic (as defined in NCLB) and CTE subjects, integration and
students participating in vocational	students participating in career	coherent programs of study.
and technical education programs	and technical education programs,	
by strengthening the academic, and	by strengthening the academic and	
vocational and technical	career and technical education	
components of such programs	components of such programs	
through the integration of	through the integration of	
academics with vocational and	academics with career and	
technical education programs	technical education programs	
through a coherent sequence of	through a coherent sequence of	
courses to ensure learning in the	courses, such as career and	

1998	2006	Differences/Comments
core academic, and vocational and	technical programs of study	
technical subjects;	described in section $122(c)(1)(A)$ ,	
	to ensure learning in	
	``(A) the core academic	
	subjects (as defined in section	
	9101 of the Elementary and	
	Secondary Education Act of	
	1965); and	
	``(B) career and technical	
	` '	
	education subjects; ``(2) link career and technical	Descrives distille resinients to minimally implement one CTF
	` /	Requires eligible recipients to minimally implement one CTE
	education at the secondary level and career and technical education	program of study at the secondary and postsecondary levels.
	at the postsecondary level,	
	including by offering the relevant elements of not less than 1 career	
	and technical program of study	
	described in section 122(c)(1)(A);	
"(2) provide students with strong	`(3) provide students with strong	Includes work-based learning experiences as an example of how
experience in and understanding of	experience in and understanding	eligible recipients might provide instruction in all aspects of an
all aspects of an industry;	of all aspects of an industry, which	industry.
an aspects of an industry,	may include work-based learning	mustry.
	experiences;	
"(3) develop, improve, or expand	`(4) develop, improve, or expand	
the use of technology in vocational	the use of technology in career	
and technical education, which	and technical education, which	
may include—	may include	
may merade	may merude	
"(A) training of vocational and	``(A) training of career and	
technical education personnel to	technical education teachers,	
use state-of-the-art technology,	faculty, and administrators to use	
which may include distance	technology, which may include	

1998	2006	Differences/Comments
learning;	distance learning;	
"(B) providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field; or  "(C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs	"(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or "(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;	New language calls attention to the math and science knowledge that is foundational to many CTE programs.
"(4) provide professional development programs to teachers, counselors, and administrators, including—  "(A) in-service and pre-service training in state-of-the art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;  "(B) support of education programs for teachers of vocational and technical education in public	``(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including  ``(A) in-service and pre-service training on  ``(i) effective integration and use of challenging academic and career and technical education	This revised language further defines which areas of professional development should be a priority (integration, applied learning, working with special pops and incorporating the use of data) and that the professional development should result in greater percentages of certified or licensed teachers.

1998	2006	Differences/Comments
schools and other public school	provided jointly with academic	
personnel who are involved in the	teachers to the extent practicable;	
direct delivery of educational		
services to vocational and technical	``(ii) effective teaching skills	
education students, to ensure that	based on research that includes	
such teachers and personnel stay	promising practices;	
current with all aspects of an		
industry;	``(iii) effective practices to	
	improve parental and community	
"(C) internship programs that	involvement; and	
provide business experience to		
teachers; and	``(iv) effective use of	
	scientifically based research and	
"(D) programs designed to train	data to improve instruction;	
teachers specifically in the use and		
application of technology;	``(B) support of education	
	programs for teachers of career	
	and technical education in public	
	schools and other public school	
	personnel who are involved in the	
	direct delivery of educational	
	services to career and technical	
	education students, to ensure that	
	such teachers and personnel stay	
	current with all aspects of an	
	industry;	
	``(C) internship programs that	
	provide relevant business	
	experience; and	
	experience, and	
	``(D) programs designed to	
	train teachers specifically in the	
	effective use and application of	
	circuive use and application of	1

1998	2006	Differences/Comments
	technology to improve instruction;	
"(5) develop and implement	``(6) develop and implement	No change.
evaluations of the vocational and	evaluations of the career and	
technical education programs	technical education programs	
carried out with funds under this	carried out with funds under this	
title, including an assessment of	title, including an assessment of	
how the needs of special	how the needs of special	
populations are being met;	populations are being met;	
"(6) initiate, improve, expand, and	``(7) initiate, improve, expand,	No substantive change.
modernize quality vocational	and modernize quality career and	
and technical education programs;	technical education programs,	
	including relevant technology;	
"(7) provide services and activities	``(8) provide services and	No change.
that are of sufficient size, scope,	activities that are of sufficient	
and quality to be effective; and	size, scope, and quality to be	
	effective; and	
	``(9) provide activities to prepare	This is a new requirement. Eligible recipients must dedicate funds to
	special populations, including	supporting activities that prepare special populations for high skill,
	single parents and displaced	high wage or high demand jobs that will lead to self-sufficiency.
	homemakers who are enrolled in	
	career and technical education	
	programs, for high skill, high	
	wage, or high demand occupations	
	that will lead to self-sufficiency.	
"(8) link secondary vocational and		This topic is reflected in the programs of study requirements.
technical education and		
postsecondary vocational and		
technical education, including		
implementing tech-prep programs.	N(a) Danish Danish Danish	
"(c) PERMISSIVE.—Funds	``(c) PermissiveFunds made	
made available to an eligible	available to an eligible recipient	
recipient under this title may be used—	under this title may be used	
useu—		

1998	2006	Differences/Comments
"(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures	`(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures	No change.
to enable informed and effective	to enable informed and effective	
participation in such programs;  "(2) to provide career guidance and academic counseling for students participating in vocational and technical education programs;	participation in such programs;  ``(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that  ``(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and	Adds more specificity to the counseling provisions, including graduation rates, informing students of postsecondary and career options.
	"(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;	
"(3) to provide work-related experience, such as internships,	``(3) for local education and business (including small	Business education partnerships should focus on substantive issues and result in real world opportunities for students, as well as

2006	Differences/Comments
business) partnerships, including for  ``(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;  ``(B) adjunct faculty arrangements for qualified industry professionals; and  ``(C) industry experience for	meaningful ways for the current workforce to be engaged in the school (via adjunct faculty programs, mentoring, etc.)
``(4) to provide programs for special populations;	No change.
	Combined with permissible activity #3.
`(5) to assist career and technical student organizations;	No change.
`(6) for mentoring and support services;	No change.
``(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;	Purchase of equipment, etc. must be aligned with and strengthen academic and technical achievement.  No substantive change.
	business) partnerships, including for  ``(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;  ``(B) adjunct faculty arrangements for qualified industry professionals; and  ``(C) industry experience for teachers and faculty;  ``(4) to provide programs for special populations;  `(5) to assist career and technical student organizations;  `(6) for mentoring and support services;  ``(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic

1998	2006	Differences/Comments
programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry;	programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;  `(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;  ``(10) to develop initiatives that	A new allowable use of funds to allow for postsecondary CTE programs for working students and distance education.  This is a new addition to expand the focus of transition from
	facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including  "(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;  "(B) postsecondary dual and	secondary to 2 year programs to also include the transition from sub baccalaureate CTE to baccalaureate degree programs.  Myriad ways to achieve this new focus are allowed:  • statewide articulation agreements;  • dual and concurrent enrollment programs; and  • academic and financial aid counseling.

1998	2006	Differences/Comments
	concurrent enrollment programs;	
	``(C) academic and financial aid	
	counseling for sub-baccalaureate	
	career and technical education	
	students that informs the students	
	of the opportunities for pursuing a	
	baccalaureate degree and advises	
	the students on how to meet any	
	transfer requirements; and	
	``(D) other initiatives	
	``(i) to encourage the pursuit of	
	a baccalaureate degree; and	
	``(ii) to overcome barriers to	
	enrollment in and completion of	
	baccalaureate degree programs,	
	including geographic and other	
	barriers affecting rural students	
	and special populations;	
	``(11) to provide activities to	A new allowable use of funds to provide support for
	support entrepreneurship	entrepreneurship education and training.
	education and training;	
"(10) for improving or developing	``(12) for improving or developing	The focus on improving CTE specifically calls attention to several
new vocational and technical	new career and technical	prominent initiatives including career clusters, career academies,
education courses;	education courses, including the	and distance education and encourages that these initiatives focus on
	development of new proposed	preparing students for high skill, high wage or high demand
	career and technical programs of	occupations.
	study for consideration by the	
	eligible agency and courses that	
	prepare individuals academically	
	and technically for high skill, high	

1998	2006	Differences/Comments
	wage, or high demand occupations	
	and dual or concurrent enrollment	
	opportunities by which career and	
	technical education students at the	
	secondary level could obtain	
	postsecondary credit to count	
	towards an associate or	
	baccalaureate degree;	
	``(13) to develop and support	This is a new allowable use of funds that supports smaller learning
	small, personalized career-themed	communities that are career themed.
	learning communities;	
"(11) to provide support for family	``(14) to provide support for	No change.
and consumer sciences programs;	family and consumer sciences	
	programs;	
"(12) to provide vocational and	``(15) to provide career and	Retains the allowance to use Perkins funds on drop out programs
technical education programs for	technical education programs for	but adds a new requirement for coordination with the Adult Ed
adults and school dropouts to	adults and school dropouts to	programs.
complete their secondary school	complete the secondary school	
education;	education, or upgrade the	
	technical skills, of the adults and	
	school dropouts;	
"(13) to provide assistance to	``(16) to provide assistance to	Retains the allowance to use Perkins funds for adult CTE programs,
students who have participated in	individuals who have participated	but encourages coordination of these programs with Workforce
services and activities under this	in services and activities under	Investment Act one-stop centers.
title in finding an appropriate job	this Act in continuing their	
and continuing their education;	education or training or finding an	
	appropriate job, such as through	
	referral to the system established	
	under section 121 of Public Law	
	105-220 (29 U.S.C. 2801 et seq.);	
"(14) to support nontraditional	``(17) to support training and	No change.
training and employment activities;	activities (such as mentoring and	
and	outreach) in non-traditional fields;	
	``(18) to provide support for	A new allowable use of funds that draws focus on auto tech

1998	2006	Differences/Comments
	training programs in automotive	programs.
	technologies;	
	``(19) to pool a portion of such funds with a portion of funds	This new allowable use of funds allows eligible recipients to form consortia to maximize investments and encourage innovation.
	available to not less than 1 other	Recommended areas of focus include teacher prep, professional
	eligible recipient for innovative	development, accountability, programs of study and technical
	initiatives, which may include	assistance.
	``(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and	
	counselors;	
	``(B) establishing, enhancing, or supporting systems for	
	``(i) accountability data collection under this Act; or	
	``(ii) reporting data under this Act;	
	``(C) implementing career and technical programs of study described in section 122(c)(1)(A); or	
	``(D) implementing technical assessments; and	
"(15) to support other vocational	``(20) to support other career and	No change.
and technical education activities	technical education activities that	
that are consistent with the purpose	are consistent with the purpose of	

1998	2006	<b>Differences/Comments</b>
of this Act.	this Act.	
"(d) ADMINISTRATIVE	``(d) Administrative CostsEach	No change.
<b>COSTS.</b> —Each eligible recipient	eligible recipient receiving funds	
receiving funds under this part	under this part shall not use more	5% admin cap at local level.
shall not use more than 5 percent	than 5 percent of the funds for	
of the funds for administrative	administrative costs associated	
costs associated with the	with the administration of	
administration of activities assisted	activities assisted under this	
under this section.	section.	
"TITLE II—TECH-PREP	`TITLE IITECH PREP	
EDUCATION	EDUCATION	
"SEC. 201. SHORT TITLE.		
"This title may be cited as the		
'Tech-Prep Education Act'.		
"SEC. 202. DEFINITIONS.		The definition was moved to section 3.
"(a) In this title:		
"(1) ARTICULATION		The new definition increases the expectations for what an
<b>AGREEMENT.</b> —The term		articulation agreement is by adding in the annual review, noting the
'articulation agreement' means a		agreement must be in writing and requiring approval by the lead
written commitment to a program		secondary and postsecondary administrators. This sign off is
designed to provide students with a		intended to call attention to the policy issues that prevent smooth
nonduplicative sequence of		transition among the learner levels.
progressive achievement leading to		
degrees or certificates in a tech-		The articulation agreement must lead to the attainment of a
prep education program.		technical skill proficiency, a credential, a certificate, or a degree as
		well as incorporate credit transfer among the institutions.
(((2) GO) D D D D D D D D D D D D D D D D D D D		
"(2) COMMUNITY		Definition eliminated as it was not used in the Act.
COLLEGE.—The term		
'community college'—		

1998	2006	Differences/Comments
"(A) means an institution of higher		
education, as defined in section		
101 of the Higher Education Act of		
1965, that provides not less than a		
2-year program that is acceptable		
for full credit toward a bachelor's		
degree; and		
"(B) includes tribally controlled		
colleges or universities.		
"(3) TECH-PREP		Definition of Tech Prep is now incorporated into section 203 (C) –
PROGRAM.—The term 'tech-		contents of a tech prep program.
prep program' means a program of		
study that—		
"(A) combines at a minimum 2		
years of secondary education (as		
determined under State law) with a		
minimum of 2 years of		
postsecondary education in a		
nonduplicative, sequential course		
of study;		
"(B) integrates academic, and		
vocational and technical,		
instruction, and utilizes work-		
based and worksite learning where		
appropriate and available;		
"(C) provides technical		
preparation in a career field such as		
engineering technology, applied		
science, a mechanical, industrial,		
or practical art or trade, agriculture,		
health occupations, business, or		

1998	2006	<b>Differences/Comments</b>
applied economics;		
"(D) hvilds student competence in		
"(D) builds student competence in mathematics, science, reading,		
writing, communications,		
economics, and workplace skills		
through applied, contextual		
academics, and integrated		
instruction, in a coherent sequence		
of courses;		
"(E) leads to an associate or a		
baccalaureate degree or a		
postsecondary certificate in a		
specific career field; and		
"(F) leads to placement in		
appropriate employment or to		
further education.		
"SEC. 203. STATE	``SEC. 201. STATE	No change.
ALLOTMENT AND	ALLOTMENT AND	
APPLICATION.	APPLICATION.	
"(a) IN GENERAL.—For any	``(a) <i>In General</i> For any fiscal	
fiscal year, the Secretary shall allot	year, the Secretary shall allot the	
the amount made available under	amount made available under	
section 206 among the States in the	section 206 among the States in	
same manner as funds are allotted	the same manner as funds are	
to States under paragraph (2) of	allotted to States under paragraph	
section 111(a).	(2) of section 111(a).	
"(b) PAYMENTS TO ELIGIBLE	``(b) Payments to Eligible	No change.
AGENCIES.—The Secretary shall	AgenciesThe Secretary shall	
make a payment in the amount of a	make a payment in the amount of	
State's allotment under subsection	a State's allotment under	

1998	2006	Differences/Comments
(a) to the eligible agency that serves the State and has an application approved under subsection (c).  "(c) STATE APPLICATION.—	subsection (a) to the eligible agency that serves the State and has an application approved under subsection (c).  "(c) State ApplicationEach	There is an expectation that Title I and Title II will be far more
Each eligible agency desiring assistance under this title shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.	eligible agency desiring an allotment under this title shall submit, as part of its State plan under section 122, an application that  ``(1) describes how activities under this title will be coordinated, to the extent practicable, with activities	collaborative and coordinated than has been the case in the past. The State Tech Prep application must describe how Tech Prep activities supported in Title II will be coordinated with activities supported by the Basic State Grant. A similar provision exists in Title I.
	described in the State plan submitted under section 122; and ``(2) contains such information as the Secretary may require.	
	"(a) <i>In General</i> An eligible agency receiving an allotment under sections 111 and 201 may	This is a new provision.  Eligible agencies have the option of merging their funding streams for Title I and Title II.  If an eligible agency chooses to merge tech prep funding, tech prep
	choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122.	funds will be considered as part of the basic state grant and will follow the same distribution formulas.

1998	2006	Differences/Comments
	``(b) Notification Requirement	
	-Each eligible agency that chooses	
	to consolidate funds under this	
	section shall notify the Secretary,	
	in the State plan submitted under	
	section 122, of the eligible	
	agency's decision to consolidate	
	funds under this section.	
	``(c) Treatment of Consolidated	
	FundsFunds consolidated under	
	this section shall be considered as	
	funds allotted under section 111	
	and shall be distributed in	
	accordance with section 112.	
"(a) GRANT PROGRAM	"SEC. 203. TECH PREP	No change.
AUTHORIZED.—	PROGRAM.	
6		
'(1) IN GENERAL.—From	``(a) Grant Program	
amounts made available to each	Authorized	
eligible agency under section 203,		
the eligible agency, in accordance	``(1) <b>IN GENERAL</b> From	
with the provisions of this title,	amounts made available to each	
shall award grants, on a	eligible agency under section 201,	
competitive basis or on the basis of	the eligible agency, in accordance	
a formula determined by the	with the provisions of this title,	
eligible agency, for tech-prep	shall award grants, on a	
education programs described in	competitive basis or on the basis	
subsection (c). The grants shall be	of a formula determined by the	
awarded to consortia between or	eligible agency, for tech prep	
among—	programs described in subsection	
	(c). The grants shall be awarded to	
(((A) a least advectional as a re-	consortia between or among	Educational comics according added to list of clicible
"(A) a local educational agency,	``(A) a local educational agency,	Educational service agency is added to list of eligible secondary

1998	2006	Differences/Comments
an intermediate educational agency	an intermediate educational	consortium partners.
or area vocational and technical	agency, educational service	
education school serving secondary	agency, or area career and	
school students, or a secondary	technical education school,	
school funded by the Bureau of	serving secondary school students,	
Indian Affairs; and	or a secondary school funded by	
	the Bureau of Indian Affairs; and	
"(B)(i) a nonprofit institution of	`(B)(i) a nonprofit institution of	No change.
higher education that offers—	higher education that	
	_	
"(I) a 2-year associate degree	``(I)(aa) offers a 2-year	
program, or a 2-year certificate	associate degree program or a 2-	
program, and is qualified as	year certificate program; and	
institutions of higher education		
pursuant to section 102 of the	``(bb) is qualified as an	
Higher Education Act of 1965,	institution of higher education	
including an institution receiving	pursuant to section 102 of the	
assistance under the Tribally	Higher Education Act of 1965,	
Controlled College or University	including	
Assistance Act of 1978 (25 U.S.C.		
1801 et seq.) and a tribally	``(AA) an institution receiving	
controlled postsecondary	assistance under the Tribally	
vocational and technical	Controlled College or University	
institution; or	Assistance Act of 1978 (25 U.S.C.	
	1801 et seq.); and	
"(II) a 2-year apprenticeship		
program that follows secondary	``(BB) a tribally controlled	
instruction, if such nonprofit	postsecondary career and technical	
institution of higher education is	institution; or	
not prohibited from receiving		
assistance under part B of title IV	``(II) offers a 2-year	
of the Higher Education Act of	apprenticeship program that	
1965 (20 U.S.C. 1071 et seq.)	follows secondary education	
pursuant to the provisions of	instruction, if such nonprofit	
section 435(a)(3) of such Act (20		

1998	2006	Differences/Comments
U.S.C. 1083(a)); or	institution of higher education is	
	not prohibited from receiving	
"(ii) a proprietary institution of	assistance under part B of title IV	
higher education that offers a 2-	of the Higher Education Act of	
year associate degree program and	1965 pursuant to the provisions of	
is qualified as an institution of	section 435(a)(2) of such Act; or	
higher education pursuant to		
section 102 of the Higher	``(ii) a proprietary institution of	
Education Act of 1965, if such	higher education that offers a 2-	
proprietary institution of higher	year associate degree program and	
education is not subject to a default	is qualified as an institution of	
management plan required by the	higher education pursuant to	
Secretary.	section 102 of the Higher	
	Education Act of 1965, if such	
	proprietary institution of higher	
	education is not subject to a	
	default management plan required	
(((a) appears plus 1	by the Secretary.	
"(2) SPECIAL RULE.—In	``(2) SPECIAL RULEIn	The list of organizations that can participate in consortia is expanded
addition, a consortium described in	addition, a consortium described	to include business intermediaries. Special focus is placed on small
paragraph (1) may include 1 or	in paragraph (1) may include 1 or	businesses as consortium members.
more—	more	
"(A) institutions of higher	``(A) institutions of higher	
education that award a	education that award a	
baccalaureate degree; and	baccalaureate degree; and	
"(B) employer or labor	``(B) employers (including	
organizations.	small businesses), business	
organizations.	intermediaries, or labor	
	organizations.	
"(b) DURATION.—Each grant	``(b) <i>Duration</i> Each consortium	No change.
recipient shall use amounts	receiving a grant under this title	
provided under the grant to	shall use amounts provided under	

1998	2006	Differences/Comments
develop and operate a 4- or 6-year tech-prep education program described in subsection (c).	the grant to develop and operate a 4- or 6-year tech prep program described in subsection (c).	
"(c) CONTENTS OF TECH-PREP PROGRAM.—Each tech-prep program shall— "(1) be carried out under an articulation agreement between the participants in the consortium;	``(c) Contents of Tech Prep ProgramEach tech prep program shall  ``(1) be carried out under an articulation agreement between the participants in the consortium;	No change except that the new definition of an articulation agreement applies.
"(2) consist of at least 2 years of secondary school preceding graduation and 2 years or more of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, reading, writing, communications, and technologies designed to lead to an associate's degree or a postsecondary certificate in a specific career field;	``(2) consist of a program of study that  ``(A) combines  ``(i) a minimum of 2 years of secondary education (as determined under State law); with  ``(ii)(I) a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study; or  ``(II) an apprenticeship program of not less than 2 years following secondary education instruction; and  ``(B) integrates academic and career and technical education instruction, and utilizes workbased and worksite learning experiences where appropriate and	The tech prep program of study built on the Perkins III definition of a non duplicative sequence of instruction that includes a minimum of 2 years of secondary education and either 2 years of postsecondary education or a 2 year apprenticeship program.  The following additional requirements for a tech prep program of study have been added:  • Integrates academic and CTE instruction and utilizes work-based and worksite learning experiences;  • Provides technical preparation for high skill, high wage, or high demand occupations;  • Builds student competence in technical skills and core academic subjects;  • Leads to a technical proficiency, industry-recognized credential, certification, or degree;  • Placement in high skill, high wage, or high demand employment or further education; and  • Utilizes CTE programs of study (as developed in Title I).

1998	2006	Differences/Comments
	available;	
	``(C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations;	
	"(D) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;	
	``(E) leads to technical skill proficiency, an industry- recognized credential, a certificate, or a degree, in a specific career field;	
	``(F) leads to placement in high skill or high wage employment, or to further education; and	
	``(G) utilizes career and technical education programs of study, to the extent practicable;	
"(3) include the development of tech-prep programs for both secondary and postsecondary, including consortium, participants	``(3) include the development of tech prep programs for secondary education and postsecondary	

1998	2006	Differences/Comments
in the consortium that—	education that	
"(A) meets academic standards developed by the State;	``(A) meet academic standards developed by the State;	
"(B) links secondary schools and	``(B) link secondary schools	
2-year postsecondary institutions, and if possible and practicable, 4-	and 2-year postsecondary institutions, and if possible and	
year institutions of higher	practicable, 4-year institutions of	
education through nonduplicative sequences of courses in career	higher education, through	
fields, including the investigation	``(i) nonduplicative sequences	
of	of courses in career fields;	
opportunities for tech-prep		Adds the requirement of "the use of articulation agreements" when
secondary students to enroll	``(ii) the use of articulation	developing tech prep programs.
concurrently in secondary and	agreements; and	
postsecondary coursework;		Also adds a provision to encourage concurrent enrollment in
"(C) uses, if appropriate and	``(iii) the investigation of	secondary and postsecondary coursework.
available, work-based or worksite	opportunities for tech prep secondary education students to	
learning in conjunction with	enroll concurrently in secondary	
business and all aspects of an	education and postsecondary	
industry; and	education coursework;	
	,	
"(D) uses educational technology	``(C) use, if appropriate and	
and distance learning, as	available, work-based or worksite	
appropriate, to involve all the	learning experiences in	
consortium partners more fully in	conjunction with business and all	
the development and operation of	aspects of an industry; and	
programs;	"(D) was advantional	
	``(D) use educational	
	technology and distance learning,	
	as appropriate, to involve all the participants in the consortium	

1998	2006	<b>Differences/Comments</b>
	more fully in the development and	
	operation of programs;	
"(4) include in-service training for	``(4) include in-service	No change.
teachers that—	professional development for	
	teachers, faculty, and	
"(A) is designed to train	administrators that	
vocational and technical teachers		
to effectively implement tech-prep	``(A) supports effective	
programs;	implementation of tech prep	
	programs;	
"(B) provides for joint training for	``(B) supports joint training in the	No change.
teachers in the tech-prep	tech prep consortium;	
consortium;		
"(C) is designed to ensure that	``(C) supports the needs,	No change.
teachers and administrators stay	expectations, and methods of	
current with the needs,	business and all aspects of an	
expectations, and methods of	industry;	
business and all aspects of an		
industry;		
"(D) focuses on training	``(D) supports the use of	No change.
postsecondary education faculty in	contextual and applied curricula,	
the use of contextual and applied	instruction, and assessment;	
curricula and instruction; and		
"(E) provides training in the use	``(E) supports the use and	No change.
and application of technology;	application of technology; and	
	``(F) assists in accessing and	New requirement to assist consortium members with accessing data
	utilizing data, information	and information available from Section 118 related to student
	available pursuant to section 118,	achievement and assessments.
	and information on student	
	achievement, including	
	assessments;	
"(5) include training programs for	``(5) include professional	No change.
counselors designed to enable	development programs for	
counselors to more effectively—	counselors designed to enable	

1998	2006	Differences/Comments
	counselors to more effectively	
"(A) provide information to	-	
students regarding tech-prep	``(A) provide information to	
education programs;	students regarding tech prep	
	programs;	
"(B) support student progress in	``(B) support student progress	Suggests the use of graduation and career plans.
completing tech-prep programs;	in completing tech prep programs,	
	which may include the use of	
	graduation and career plans	
"(C) provide information on	``(C) provide information on	No change.
related employment opportunities;	related employment opportunities;	
"(D) ensure that such students are	``(D) ensure that students are	Adds placement in postsecondary education as an outcome of a tech
placed in appropriate employment;	placed in appropriate employment	prep program.
and	or further postsecondary	
	education;	
"(E) stay current with the needs,	``(E) stay current with the needs,	No change.
expectations, and methods of	expectations, and methods of	
business and all aspects of an	business and all aspects of an	
industry;	industry; and	
	``(F) provide comprehensive	Tech prep consortia have added to their responsibilities the
	career guidance and academic	provision of career and academic counseling to students, including
	counseling to participating	special populations.
	students, including special	
	populations;	
"(6) provide equal access, to the	``(6) provide equal access, to the	Adds pre-apprenticeship programs as allowable components of a
full range of technical preparation	full range of technical preparation	tech prep program.
programs, to individuals who are	programs (including pre-	
members of special populations,	apprenticeship programs), to	
including the development of tech-	individuals who are members of	
prep program services appropriate	special populations, including the	
to the needs of special populations;	development of tech prep program	
and	services appropriate to the needs	
	of special populations;	
"(7) provide for preparatory	``(7) provide for preparatory	No change.

1998	2006	Differences/Comments
services that assist participants in	services that assist participants in	
tech-prep programs.	tech prep programs; and	
	``(8) coordinate with activities	Additional new provision that reinforces the necessity to coordinate
	conducted under title I.	with the activities supported by the Basic State Grant (Title I).
"(d) ADDITIONAL	``(d) Additional Authorized	No change.
AUTHORIZED ACTIVITIES.—	ActivitiesEach tech prep	
Each tech-prep program may—	program may	
"(1) provide for the acquisition of		
tech-prep program equipment;	``(1) provide for the acquisition	
	of tech prep program equipment;	
"(2) acquire technical assistance	``(2) acquire technical	No substantive change.
from State or local entities that	assistance from State or local	
have designed, established, and	entities that have designed,	
operated tech-prep programs that	established, and operated tech	
have effectively used educational	prep programs that have	
technology and distance learning in	effectively used educational	
the delivery of curricula and	technology and distance learning	
services and in the articulation	in the delivery of curricula and	
process; and	services;	
"(3) establish articulation	``(3) establish articulation	No change.
agreements with institutions of	agreements with institutions of	
higher education, labor	higher education, labor	
organizations, or businesses	organizations, or businesses	
located inside or outside the State	located inside or outside the State	
and served by the consortium,	and served by the consortium,	
especially with regard to using	especially with regard to using	
distance learning and educational	distance learning and educational	
technology to provide for the	technology to provide for the	
delivery of services and programs.	delivery of services and programs;	
	``(4) improve career guidance	A new permissible use of funds: To provide career guidance and
	and academic counseling for	academic counseling for the development and implementation of
	participating students through the	graduation and career plans.
	development and implementation	
	of graduation and career plans;	

1998	2006	Differences/Comments
	and	
	``(5) develop curriculum that supports effective transitions between secondary and	A new permissible use of funds: Develop curriculum that supports effective transitions among the learner levels.
	postsecondary career and technical education programs.	
	``(e) Indicators of Performance and Accountability	This entire section on accountability for Tech Prep is new.
	"(1) <b>IN GENERAL</b> Each consortium shall establish and report to the eligible agency indicators of performance for each	Each consortium will be required to report to the eligible agency on the indicators of performance for each tech prep program receiving funds under this title.
	tech prep program for which the consortium receives a grant under this title. The indicators of performance shall include the following:	The eligible agency has broad latitude in determining how the levels of performance are determined.
	"(A) The number of secondary education tech prep students and postsecondary education tech prep students served.	There are twenty new tech prep performance indicators; many of the indicators require both numbers and percentages.
	``(B) The number and percent of secondary education tech prep students enrolled in the tech prep program who	
	``(i) enroll in postsecondary education;	
	``(ii) enroll in postsecondary education in the same field or major as the secondary education	

1998	2006	<b>Differences/Comments</b>
2270	tech prep students were enrolled at	
	the secondary level;	
	``(iii) complete a State or	
	industry-recognized certification	
	or licensure;	
	``(iv) suggessfully complete as	
	``(iv) successfully complete, as a secondary school student,	
	courses that award postsecondary	
	credit at the secondary level; and	
	``(v) enroll in remedial	
	mathematics, writing, or reading	
	courses upon entering	
	postsecondary education.	
	``(C) The number and percent of	
	postsecondary education tech prep	
	students who	
	``(i) are placed in a related field	
	of employment not later than 12	
	months after graduation from the	
	tech prep program;	
	``(ii) complete a State or	
	industry-recognized certification	
	or licensure;	
	,	
	``(iii) complete a 2-year degree	
	or certificate program within the	
	normal time for completion of	

1998	2006	Differences/Comments
	such program; and	
	``(iv) aggrafata a haggalaygasta	
	``(iv) complete a baccalaureate	
	degree program within the normal	
	time for completion of such	
	program. `(2) <b>NUMBER AND</b>	Each pagatiated layed of nowformance for the above indicators will be
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Each negotiated level of performance for the above indicators will be reported separately as a number and percent.
	<b>PERCENT.</b> For purposes of subparagraphs (B) and (C) of	reported separately as a number and percent.
	paragraph (1), the numbers and	
	percentages shall be determined	
	separately with respect to each	
	clause of each such subparagraph.	
"SEC. 205. CONSORTIUM	``SEC. 204. CONSORTIUM	No change.
APPLICATIONS.	APPLICATIONS.	140 Change.
ATTLICATIONS.	ATTLICATIONS.	
"(a) IN GENERAL.—Each	``(a) <i>In General</i> Each	
consortium that desires to receive a	consortium that desires to receive	
grant under this title shall submit	a grant under this title shall submit	
an application to the eligible	an application to the eligible	
agency at such time and in such	agency at such time and in such	
manner as the eligible agency shall	manner as the eligible agency	
prescribe	shall require.	
"(b) PLAN.—Each application	``(b) <i>Plan</i> Each application	No change.
submitted under this section shall	submitted under this section shall	
contain a 5-year plan for the	contain a 6-year plan for the	The eligible agencies have broad discretion over defining the
development and implementation	development and implementation	required elements of a tech prep application.
of tech-prep programs under this	of tech prep programs under this	
title, which plan shall be reviewed	title, which plan shall be reviewed	
after the second year of the plan.	after the second year of the plan.	
"(c) APPROVAL.—The eligible	``(c) <i>Approval</i> The eligible	No change.
agency shall approve applications	agency shall approve applications	
based on the potential of the	under this title based on the	
activities described in the	potential of the activities	

1998	2006	Differences/Comments
application to create an effective	described in the application to	
tech-prep program.	create an effective tech prep	
	program.	
"(d) SPECIAL	`(d) Special ConsiderationThe	Expands the special considerations to include both BA and advanced
CONSIDERATION.—The	eligible agency, as appropriate,	degrees.
eligible agency, as appropriate,	shall give special consideration to	
shall give special consideration to	applications that	
applications that—		
	``(1) provide for effective	
"(1) provide for effective	employment placement activities	
employment placement activities	or the transfer of students to	
or the transfer of students to	baccalaureate or advanced degree	
baccalaureate degree programs;	programs;	
"(2) are developed in consultation	``(2) are developed in consultation	No change.
with business, industry, institutions	with business, industry,	
of higher education, and labor	institutions of higher education,	
organizations;	and labor organizations;	
"(3) address effectively the issues	``(3) address effectively the issues	No change.
of school dropout prevention and	of school dropout prevention and	
reentry and the needs of special	reentry, and the needs of special	
populations;	populations;	
"(4) provide education and	``(4) provide education and	Special consideration will be given to tech prep programs that
training in areas or skills in which	training in an area or skill,	address occupational areas where there is a labor market demand.
there are significant workforce	including an emerging technology,	The data for this determination will be provided by the eligible entity
shortages, including the	in which there is a significant	selected under Section 118.
information technology industry;	workforce shortage based on the	
and	data provided by the eligible entity	
	in the State under section 118;	
"(5) demonstrate how tech-prep	``(5) demonstrate how tech prep	No change.
programs will help students meet	programs will help students meet	
high academic and employability	high academic and employability	
competencies.	competencies; and	
	`(6) demonstrate success in, or	A new provision that again reinforces the required coordination
	provide assurances of,	between the basic state grant (Title I) and tech prep (Title II).

1998	2006	Differences/Comments
	coordination and integration with eligible recipients described in part C of title I.	
	``(e) Performance Levels	Consortia must meet minimum levels of performance for each accountability measure. The eligible agency has broad discretion in
	``(1) IN GENERALEach consortium receiving a grant under this title shall enter into an agreement with the eligible agency to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e).	defining the process for setting performance targets.
	`(2) RESUBMISSION OF APPLICATION; TERMINATION OF FUNDS An eligible agency	An eligible agency can require consortia to resubmit an application or may choose to terminate funding for a consortium that does not meet the negotiated performance levels for three consecutive years.
	``(A) shall require consortia that do not meet the performance levels described in paragraph (1) for 3 consecutive years to resubmit an application to the eligible agency for a tech prep	
	program grant; and  "(B) may choose to terminate the funding for the tech prep program for a consortium that	
	does not meet the performance levels described in paragraph (1) for 3 consecutive years, including	

1998	2006	Differences/Comments
	when the grants are made on the	
	basis of a formula determined by	
	the eligible agency.	
"(e) EQUITABLE	``(f) Equitable Distribution of	No change.
DISTRIBUTION OF	AssistanceIn awarding grants	
<b>ASSISTANCE.</b> —In awarding	under this title, the eligible agency	
grants under this title, the eligible	shall ensure an equitable	
agency shall ensure an equitable	distribution of assistance between	
distribution of assistance between	or among urban and rural	
urban and rural consortium	participants in the consortium.	
participants.		
"SEC. 206. REPORT.	<b>``SEC. 205. REPORT.</b>	No change.
"Each eligible agency that	``Each eligible agency that	
receives a grant under this title	receives an allotment under this	
annually shall prepare and submit	title annually shall prepare and	
to the Secretary a report on the	submit to the Secretary a report on	
effectiveness of the tech-prep	the effectiveness of the tech prep	
programs assisted under this title,	programs assisted under this title,	
including a description of how	including a description of how	
grants were awarded within the	grants were awarded within the	
State.	State.	
"SEC. 207. DEMONSTRATION		Demonstration program eliminated.
PROGRAM.		
"(a) DEMONSTRATION		
PROGRAM AUTHORIZED.—		
From funds appropriated under		
subsection (e) for a fiscal year, the		
Secretary shall award grants to		
consortia described in section		
204(a) to enable the consortia to		
carry out tech-prep education		
programs.		
"(b) PROGRAM		Demonstration program eliminated.

1998	2006	<b>Differences/Comments</b>
CONTENTS.—Each tech-prep		
program referred to in subsection		
(a)—		
"(1) shall—		
"(A) involve the location of a		
secondary school on the site of a		
community college;		
"(B) involve a business as a		
member of the consortium; and		
"(C) require the voluntary		
participation of secondary school		
students in the tech-prep education		
program; and		
"(2) may provide summer		
internships at a business for		
students or teachers.		
"(c) APPLICATION.—Each		Demonstration program eliminated.
consortium desiring a grant under		
this section shall submit an		
application to the Secretary at such		
time, in such manner and		
accompanied by such information		
as the Secretary may require.		
"(d) APPLICABILITY.—The		Demonstration program eliminated.
provisions of sections 203, 204,		
205, and 206 shall not apply to this		
section, except that—		
"(1) the provisions of section		
204(a) shall apply for purposes of		
describing consortia eligible to		
receive assistance under this		
section;		
"(2) each tech-prep education		
program assisted under this section		
shall meet the requirements of		

1998	2006	Differences/Comments
paragraphs (1), (2), (3)(A), (3)(B),		
(3)(C), (3)(D), (4), (5), (6), and (7)		
of section 204(c), except that such		
paragraph (3)(B) shall be applied		
by striking		
', and if possible and practicable,		
4-year institutions of higher		
education through nonduplicative		
sequences of courses in career		
fields'; and		
"(3) in awarding grants under this		
section, the Secretary shall give		
special consideration to consortia		
submitting applications		
under subsection (c) that meet the		
requirements of paragraphs (1),		
(3), (4), and (5) of section 205(d),		
except that such paragraph (1) shall		
be applied by striking 'or the		
transfer of students to		
baccalaureate degree programs'.		
"(e) AUTHORIZATION OF		Demonstration program eliminated.
<b>APPROPRIATIONS</b> .—There is		
authorized to be appropriated to		
carry out this section \$25,000,000		
for fiscal year 1999 and each of the		
4 succeeding fiscal years.		
"SEC. 208. AUTHORIZATION	"SEC. 206. AUTHORIZATION	Authorizes appropriations for 2007-2012. This is an extension of the
OF APPROPRIATIONS.	OF APPROPRIATIONS.	authorization cycle by one year.
"There is authorized to be	``There are authorized to be	
appropriated to carry out this title	appropriated to carry out this title	
(other than section 207) such sums	such sums as may be necessary for	
as may be necessary for fiscal year	fiscal year 2007 and each of the 5	
1999 and each of the 4 succeeding		

1998	2006	<b>Differences/Comments</b>
fiscal years.	succeeding fiscal years.	
"TITLE III - GENERAL PROVISIONS	"TITLE IIIGENERAL PROVISIONS	No change.
"PART A—FEDERAL ADMINISTRATIVE PROVISIONS	``PART AFEDERAL ADMINISTRATIVE PROVISIONS	
"SEC. 311. FISCAL REQUIREMENTS.	"SEC. 311. FISCAL REQUIREMENTS.	
"(a) SUPPLEMENT NOT SUPPLANT.—Funds made available under this Act for vocational and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out vocational and technical education activities and tech-prep activities.	``(a) Supplement Not SupplantFunds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities.	
"(b) MAINTENANCE OF EFFORT.—	`(b) Maintenance of Effort	No change.
	``(1) <b>DETERMINATION</b>	
"(1) DETERMINATION.—	n. cn	
"(A) IN GENERAL.—Except as	"(A) <b>IN GENERAL</b> Except as provided in subparagraphs (B)	
provided in subparagraphs (B) and	and (C), no payments shall be	
(C), no payments shall be made	made under this Act for any fiscal	
under this Act for any fiscal year to	year to a State for career and	
a State for vocational and technical	technical education programs or	
education programs or tech-prep	tech prep programs unless the	
programs unless the Secretary	Secretary determines that the	
determines that the fiscal effort per	fiscal effort per student or the	
student or the aggregate	aggregate expenditures of such	

1998	2006	Differences/Comments
expenditures of such State for	State for career and technical	
vocational and technical education	education programs for the fiscal	
programs for the fiscal year	year preceding the fiscal year for	
preceding the fiscal year for which	which the determination is made,	
the determination is made, equaled	equaled or exceeded such effort or	
or exceeded such effort or	expenditures for career and	
expenditures for vocational and	technical education programs for	
technical education programs, for	the second fiscal year preceding	
the second fiscal year preceding	the fiscal year for which the	
the fiscal year for which the	determination is made.	
determination is made.		
"(B) COMPUTATION.—In	`(B) <b>COMPUTATION</b> In	No change.
computing the fiscal effort or	computing the fiscal effort or	
aggregate expenditures pursuant to	aggregate expenditures pursuant to	
subparagraph (A), the Secretary	subparagraph (A), the Secretary	
shall exclude capital expenditures,	shall exclude capital expenditures,	
special onetime project costs, and	special 1-time project costs, and	
the cost of pilot programs.	the cost of pilot programs.	
"(C) DECREASE IN FEDERAL	`(C) DECREASE IN FEDERAL	No change.
<b>SUPPORT.</b> —If the amount made	<b>SUPPORT</b> If the amount made	
available for vocational and	available for career and technical	
technical education programs	education programs under this Act	
under this Act for a fiscal year is	for a fiscal year is less than the	
less than the amount made	amount made available for career	
available for vocational and	and technical education programs	
technical education programs	under this Act for the preceding	
under this Act for the preceding	fiscal year, then the fiscal effort	
fiscal year, then the fiscal effort per	per student or the aggregate	
student or the aggregate	expenditures of a State required by	
expenditures of a State required by	subparagraph (A) for the	
subparagraph (B) for such	preceding fiscal year shall be	
preceding fiscal year shall be	decreased by the same percentage	
decreased by the same percentage	as the percentage decrease in the	
as the percentage decrease in the	amount so made available.	
amount so made available.		

1998	2006	Differences/Comments
"(2) WAIVER.—The Secretary	``(2) <b>WAIVER</b> The Secretary	No change.
may waive the requirements of this	may waive the requirements of	
section, with respect to not more	this section, with respect to not	
than 5 percent of expenditures by	more than 5 percent of	
any eligible agency for 1 fiscal	expenditures by any eligible	
year only, on making a	agency for 1 fiscal year only, on	
determination that such waiver	making a determination that such	
would be equitable due to	waiver would be equitable due to	
exceptional or uncontrollable	exceptional or uncontrollable	
circumstances affecting the ability	circumstances affecting the ability	
of the eligible agency to meet such	of the eligible agency to meet such	
requirements, such as a natural	requirements, such as a natural	
disaster or an unforeseen and	disaster or an unforeseen and	
precipitous decline in financial	precipitous decline in financial	
resources. No level of funding	resources. No level of funding	
permitted under such a waiver may	permitted under such a waiver	
be used as the basis for computing	may be used as the basis for	
the fiscal effort or aggregate	computing the fiscal effort or	
expenditures required under this	aggregate expenditures required	
section for years subsequent to the	under this section for years	
year covered by such waiver. The	subsequent to the year covered by	
fiscal effort or aggregate	such waiver. The fiscal effort or	
expenditures for the subsequent	aggregate expenditures for the	
years shall be computed on the	subsequent years shall be	
basis of the level of funding that	computed on the basis of the level	
would, but for such waiver, have	of funding that would, but for such	
been required.	waiver, have been required.	
"SEC. 312. AUTHORITY TO	"SEC. 312. AUTHORITY TO	No change.
MAKE PAYMENTS.	MAKE PAYMENTS.	
"Any authority to make payments	``Any authority to make	
or to enter into contracts under this	payments or to enter into contracts	
Act shall be available only to such	under this Act shall be available	
extent or in such amounts as are	only to such extent or in such	
provided in advance in	amounts as are provided in	

1998	2006	Differences/Comments
appropriation Acts.	advance in appropriation Acts.	
"SEC. 313. CONSTRUCTION.	"SEC. 313. CONSTRUCTION.	No change.
"Nothing in this Act shall be	``Nothing in this Act shall be	
construed to permit, allow,	construed to permit, allow,	
encourage, or authorize any	encourage, or authorize any	
Federal control over any aspect of	Federal control over any aspect of	
a private, religious, or home	a private, religious, or home	
school, regardless of whether a	school, regardless of whether a	
home school is treated as a private	home school is treated as a private	
school or home school under State	school or home school under State	
law. This section shall not be	law. This section shall not be	
construed to bar students attending	construed to bar students attending	
private, religious, or home schools	private, religious, or home schools	
from participation in programs or	from participation in programs or	
services under this Act.	services under this Act.	
"SEC. 314. VOLUNTARY	"SEC. 314. VOLUNTARY	No change.
SELECTION AND	SELECTION AND	No change.
PARTICIPATION.	PARTICIPATION.	
"No funds made available under	``No funds made available	
this Act shall be used—	under this Act shall be used	
"(1) to require any secondary	``(1) to require any secondary	
school student to choose or pursue	school student to choose or pursue	
a specific career path or major; and	a specific career path or major; or	
"(2) to mandate that any individual	"(2) to mondate that are	
participate in a vocational and	``(2) to mandate that any	
technical education program,	individual participate in a career	
including a vocational and	and technical education program,	
technical education program that	including a career and technical	
requires the attainment of a	education program that requires the attainment of a federally	
federally funded skill level,	_	
rederally funded SKIII level,	funded skill level, standard, or	

2006	<b>Differences/Comments</b>
certificate of mastery.	
"SEC. 315. LIMITATION FOR	No change. Perkins funds cannot be used on programs for students
CERTAIN STUDENTS.	prior to the seventh grade.
*	
1 0	
•	
*	
•	
	No change.
	110 change.
``Nothing in this Act shall be	
construed to be inconsistent with	
applicable Federal law prohibiting	
discrimination on the basis of	
of Federal programs or services.	
	Section eliminated.
	``SEC. 315. LIMITATION FOR CERTAIN STUDENTS.  ``No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.  ``SEC. 316. FEDERAL LAWS GUARANTEEING CIVIL RIGHTS.  ``Nothing in this Act shall be construed to be inconsistent with applicable Federal law prohibiting

2006	Differences/Comments
"SEC. 317. PARTICIPATION	
OF PRIVATE SCHOOL	
PERSONNEL AND	
CHILDREN.	
"(a) PersonnelAn eligible agency or eligible recipient that uses funds under this Act for inservice and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school	Similar provision to current law that requires eligible recipients to include, to the "extent practicable" private school personnel in professional development.
l	
	"SEC. 317. PARTICIPATION OF PRIVATE SCHOOL PERSONNEL AND CHILDREN.  "(a) PersonnelAn eligible agency or eligible recipient that uses funds under this Act for inservice and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical

1998	2006	Differences/Comments
	geographical area served by such	
	eligible agency or eligible	
	recipient.	
	``(b) Student Participation	
	``(1) <b>STUDENT</b>	Allows secondary students attending non-profit private secondary
	<b>PARTICIPATION</b> Except as	schools to participate in CTE programs and activities (within their
	prohibited by State or local law,	geographical area) supported by Perkins offered in public schools.
	an eligible recipient may, upon	
	written request, use funds made	
	available under this Act to provide	
	for the meaningful participation,	
	in career and technical education	
	programs and activities receiving	
	funding under this Act, of	
	secondary school students	
	attending nonprofit private schools	
	who reside in the geographical	
	area served by the eligible	
	recipient.	
	``(2) <b>CONSULTATION</b> An	This provision requires eligible recipients to consult, upon written
	eligible recipient shall consult,	request, with representatives from non-profit private schools in the
	upon written request, in a timely	geographical area regarding the participation of non-profit private
	and meaningful manner with	secondary school students in CTE programs and activities.
	representatives of nonprofit	
	private schools in the geographical	
	area served by the eligible	
	recipient described in paragraph	
	(1) regarding the meaningful	
	participation, in career and	
	technical education programs and	
	activities receiving funding under	
	this Act, of secondary school	
	students attending nonprofit	

1998	2006	Differences/Comments
	private schools.	
"SEC. 324. LIMITATION ON	<b>``SEC. 318. LIMITATION ON</b>	No change.
FEDERAL REGULATIONS.	FEDERAL REGULATIONS.	
		The way this provision was interpreted under Perkins III was to
"The Secretary may issue	``The Secretary may issue	provide states guidance through memos instead of regulations.
regulations under this Act only to	regulations under this Act only to	
the extent necessary to administer	the extent necessary to administer	
and ensure compliance with the	and ensure compliance with the	
specific requirements of this Act.	specific requirements of this Act.	
"PART B—STATE	``PART BSTATE	No change.
ADMINISTRATIVE	ADMINISTRATIVE	
PROVISIONS	PROVISIONS	
	<b>``SEC. 321. JOINT</b>	
"SEC. 321. JOINT FUNDING.	FUNDING.	
"(a) GENERAL	``(a) General AuthorityFunds	
<b>AUTHORITY.</b> —Funds made	made available to eligible	
available to eligible agencies under	agencies under this Act may be	
this Act may be used to provide	used to provide additional funds	
additional funds under an	under an applicable program if	
applicable program if—	\$2(1) 1	
"(1) and magazine otherwise	``(1) such program otherwise	
"(1) such program otherwise meets the requirements of this Act	meets the requirements of this Act and the requirements of the	
and the requirements of the	and the requirements of the applicable program;	
and the requirements of the applicable program;	applicable program;	
"(2) such program serves the same	``(2) such program serves the	No change.
individuals that are served under	same individuals that are served	140 Change.
this Act;	under this Act;	
"(3) such program provides	``(3) such program provides	No change.
services in a coordinated manner	services in a coordinated manner	110 change.
with services provided under this	with services provided under this	
Act; and	Act; and	
rice, und	1100, 4114	

1998	2006	Differences/Comments
"(4) such funds are used to	`(4) such funds are used to	No change.
supplement, and not supplant,	supplement, and not supplant,	
funds provided from non-Federal	funds provided from non-Federal	
sources.	sources.	
"(b) APPLICABLE	``(b) Applicable ProgramFor	No change.
<b>PROGRAM.</b> —For the purposes	the purposes of this section, the	
of this section, the term 'applicable	term `applicable program' means	
program' means any program	any program under any of the	
under any of the following	following provisions of law:	
provisions of law: '		
	``(1) Chapters 4 and 5 of	Public Law105-220 is the Workforce Investment Act.
'(1) Chapters 4 and 5 of subtitle B	subtitle B of title I of Public Law	
of title I of Public Law 105–220.	105-220.	
"(2) The Wagner-Peyser Act.	``(2) The Wagner-Peyser Act.	
"(c) USE OF FUNDS AS	``(c) Use of Funds as Matching	No change.
<b>MATCHING FUNDS.</b> —For the	<i>Funds.</i> For the purposes of this	
purposes of this section, the term	section, the term `additional funds'	
'additional funds' does not include	does not include funds used as	
funds used as matching funds.	matching funds.	
"SEC. 322. PROHIBITION ON	"SEC. 322. PROHIBITION ON	No change.
USE OF FUNDS TO INDUCE	USE OF FUNDS TO INDUCE	
OUT-OF-STATE	OUT-OF-STATE	
RELOCATION OF	RELOCATION OF	
BUSINESSES.	BUSINESSES.	
"No funds provided under this Act	``No funds provided under this	
shall be used for the purpose of	Act shall be used for the purpose	
directly providing incentives or	of directly providing incentives or	
inducements to an employer to	inducements to an employer to	
relocate a business enterprise from	relocate a business enterprise from	
one State to another State if such	one State to another State if such	
relocation will result in a reduction	relocation will result in a	
in the number of jobs available in	reduction in the number of jobs	

1998	2006	Differences/Comments
the State where the business	available in the State where the	
enterprise is located before such	business enterprise is located	
incentives or inducements are	before such incentives or	
offered.	inducements are offered.	
"SEC. 323. STATE	``SEC. 323. STATE	No change.
ADMINISTRATIVE COSTS.	ADMINISTRATIVE COSTS.	
"(a) GENERAL RULE.—Except	``(a) General RuleExcept as	
as provided in subsection (b), for	provided in subsection (b), for	
each fiscal year for which an	each fiscal year for which an	
eligible agency receives assistance	eligible agency receives assistance	
under this Act, the eligible agency	under this Act, the eligible agency	
shall provide, from non-Federal	shall provide, from non-Federal	
sources for the costs the eligible	sources for the costs the eligible	
agency incurs for the	agency incurs for the	
administration of programs under	administration of programs under	
this Act an amount that is not less	this Act, an amount that is not less	
than the amount provided by the	than the amount provided by the	
eligible agency from non-Federal	eligible agency from non-Federal	
sources for such costs for the	sources for such costs for the	
preceding fiscal year.	preceding fiscal year.	
"(b) EXCEPTION.—If the	``(b) <i>Exception</i> If the amount	No effective change.
amount made available for	made available from Federal	
administration of programs under	sources for the administration of	Language was expanded to clarify that if the federal allotment is
this Act for a fiscal year is less	programs under this Act for a	reduced, then state admin match will also be reduced by the same
than the amount made available for	fiscal year (referred to in this	ratio.
administration of programs under	section as the `determination	
this Act for the preceding fiscal	year') is less than the amount	
year, the amount the eligible	made available from Federal	
agency is required to provide from	sources for the administration of	
non-Federal sources for costs the	programs under this Act for the	
eligible agency incurs for	preceding fiscal year, then the	
administration of programs under	amount the eligible agency is	
this Act shall be the same	required to provide from non-	

1998	2006	Differences/Comments
percentage as the amount made	Federal sources for costs the	
available for administration of	eligible agency incurs for the	
programs under this Act.	administration of programs under	
	this Act for the determination year	
	under subsection (a) shall bear the	
	same ratio to the amount the	
	eligible agency provided from	
	non-Federal sources for such costs	
	for the preceding fiscal year, as	
	the amount made available from	
	Federal sources for the	
	administration of programs under	
	this Act for the determination year	
	bears to the amount made	
	available from Federal sources for	
	the administration of programs	
	under this Act for the preceding	
	fiscal year.	
"SEC. 325. STUDENT	``SEC. 324. STUDENT	No change.
ASSISTANCE AND OTHER	ASSISTANCE AND OTHER	
FEDERAL PROGRAMS.	FEDERAL PROGRAMS.	
/// \		
"(a) ATTENDANCE COSTS	``(a) Attendance Costs Not	
NOT TREATED AS INCOME	Treated as Income or Resources	
OR RESOURCES.—The portion	The portion of any student	
of any student financial assistance	financial assistance received under	
received under this Act that is	this Act that is made available for	
made available for attendance costs	attendance costs described in	
described in subsection (b) shall	subsection (b) shall not be	
not be considered as income or	considered as income or resources	
resources in determining eligibility	in determining eligibility for	
for assistance under any other	assistance under any other	
program funded in whole or in part	program funded in whole or in	
with Federal funds.	part with Federal funds.	

	<b>Differences/Comments</b>
``(b) Attendance CostsThe	No change.
attendance costs described in this	
subsection are	
``(1) tuition and fees normally	
assessed a student carrying an	
academic workload as determined	
by the institution, and including	
course of study; and	
•	
institution.	
	NY 1
	No change.
<u> </u>	
•	
•	
	attendance costs described in this subsection are ``(1) tuition and fees normally assessed a student carrying an academic workload as determined

1998	2006	<b>Differences/Comments</b>
respect to ensuring equal access to	career and technical education.".	
vocational and technical		
education.".		
SEC. 2. PROMOTING		Section removed.
SCHOLAR-ATHLETE		
COMPETITIONS.		
Section 10104 of the Elementary		
and Secondary Education Act of		
1965 (20 U.S.C. 8004) is		
amended—		
(1) in subsection (a), by striking		
"to be held in 1995" and inserting		
"to be held in 1999"; and		
(2) in subsection (b)—		
(A) in paragraph (4), by striking		
"in the summer of 1995" and		
inserting "in the summer of		
1999'';		
(B) in paragraph (5), by striking		
"in 1996 and thereafter, as well as		
replicate such program"; and		
(C) in paragraph (6), by striking		
"1995" and inserting "1999".		
SEC. 3. REFERENCES TO	SEC. 2. TECHNICAL	
CARL D. PERKINS	AMENDMENTS TO OTHER	
VOCATIONAL AND APPLIED	LAWS.	
TECHNOLOGY EDUCATION		
ACT.	(a) Immigration and Nationality	
(a) IMMIGRATION AND	ActSection $245A(h)(4)(C)$ of the	
NATIONALITY ACT.—Section	Immigration and Nationality Act	
245A(h)(4)(C) of the Immigration	(8 U.S.C. 1255a(h)(4)(C)) is	
and Nationality Act (8 U.S.C.	amended by striking `Carl D.	
1255a(h)(4)(C)) is amended by	Perkins Vocational and Technical	
striking "Vocational Education	Education Act of 1998" and	
Act of 1963" and inserting "Carl		

1998	2006	Differences/Comments
D. Perkins Vocational and	inserting ``The Carl D. Perkins	
Technical Education Act of 1998".	Career and Technical Education	
	Act of 2006".	
(b) NATIONAL DEFENSE	(b) <i>Trade Act of 1974</i> The Trade	
AUTHORIZATION ACT.—	Act of 1974 (19 U.S.C. 2101 et	
Section 4461 of the National	seq.) is amended	
Defense Authorization Act for		
Fiscal Year 1993 (10 U.S.C. 1143	(1) in section 231(c)(1)(F) (19	
note) is amended—	U.S.C. 2291(c)(1)(F))	
(1) by striking paragraph (4); and		
(2) by redesignating paragraphs (5)	(A) by striking ``area vocational	
and (6) as paragraphs (4) and (5),	education schools" and inserting	
respectively.	``area career and technical	
	education schools"; and	
	(B) by striking ``Carl D.	
	Perkins Vocational and Technical	
	Education Act of 1998" and	
	inserting ``Carl D. Perkins Career	
	and Technical Education Act of	
	2006"; and	
	(2) in section 236(a)(1)(D) (19	
	U.S.C. 2296(a)(1)(D)), by striking	
	``area vocational" and all that	
	follows through ``Act of 1963"	
	and inserting ``area career and	
	technical education schools, as	
	defined in section 3 of the Carl D.	
	Perkins Career and Technical	
	Education Act of 2006".	
(c) ELEMENTARY AND	(c) Higher Education Act of	
SECONDARY EDUCATION	1965.—The Higher Education Act	
ACT OF 1965.—	of 1965 (20 U.S.C. 1001 et seq.) is	

1998	2006	Differences/Comments
The Elementary and Secondary	amended	Birer enees) Comments
Education Act of 1965 (20 U.S.C.	unichaea	
6301 et seq.) is amended—	(1) in section 102(a)(3)(A) (20	
(1) in section $1114(b)(2)(C)(v)$ (20	U.S.C. 1002(a)(3)(A))	
U.S.C. 6314(b)(2)(C)(v)), by	0.5.0. 1002(a)(5)(11))	
striking "Carl D. Perkins	(A) by striking ``section	
Vocational and Applied Technical	521(4)(C)" and inserting ``section	
Education Act' and inserting	3(3)(C)"; and	
"Carl D. Perkins Vocational and	3(3)(C), and	
Technical Education Act of 1998";	(B) by striking ``Carl D.	
, in the second	Perkins Vocational and Applied	
	Technology Education Act" and	
	inserting `Carl D. Perkins Career	
	and Technical Education Act of	
	2006"; and	
	2000 , and	
	(2) in section 484(1)(1)(B)(i)	
	(20 U.S.C. 1091(1)(1)(B)(i)), by	
	striking ``section $521(4)(C)$ of the	
	Carl D. Perkins Vocational and	
	Technical Education Act of 1998"	
	and inserting `section 3(C) of the	
	Carl D. Perkins Career and	
	Technical Education Act of 2006".	
(2) in section 9115(b)(5) (20	(d) Education for Economic	
U.S.C. 7815(b)(5)), by striking	Security ActSection 3(1) of the	
"Carl D. Perkins Vocational and	Education for Economic Security	
Technical Education Act' and	Act (20 U.S.C. 3902(1)) is	
inserting "Carl D. Perkins	amended	
Vocational and Technical		
Education Act of 1998";	(1) by striking ``area vocational	
,	education school" and inserting	
	``area career and technical	

1998	2006	Differences/Comments
	education school"; and	
(3) in section 14302(a)(2) (20 U.S.C. 8852(a)(2))— (A) by striking subparagraph (C); and (B) by redesignating subparagraphs (D), (E), and (F) as subparagraphs (C), (D), and (E), respectively; and	(2) by striking ``section 521(3) of the Carl D. Perkins Vocational Educational Act" and inserting ``section 3(3) of the Carl D. Perkins Career and Technical Education Act of 2006.".  (e) Education Flexibility Partnership Act of 1999Section 4(b)(2) of the Education Flexibility Partnership Act of 1999 (20 U.S.C. 5891b(b)(2)) is amended by striking ``Carl D. Perkins Vocational and Technical Education Act of 1998" and inserting ``Carl D. Perkins Career and Technical Education Act of	
(4) in the matter preceding subparagraph (A) of section 14307(a)(1) (20 U.S.C. 8857(a)(1)), by striking "Carl D. Perkins Vocational and Applied Technology Technical Education Act" and inserting "Carl D. Perkins Vocational and Technical Education Act of 1998".	2006".  (f) Elementary and Secondary Education Act of 1965The Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) is amended  (1) in section 1111(a)(1) (20 U.S.C. 6311(a)(1)), by striking `Carl D. Perkins Vocational and Technical Education Act of 1998" and inserting `Carl D. Perkins Career and Technical Education Act of 2006";  (2) in section 1112(a)(1) (20	

1998	2006	Differences/Comments
2550	U.S.C. 6312(a)(1)), by striking	
	"Carl D. Perkins Vocational and	
	Technical Education Act of 1998"	
	and inserting `Carl D. Perkins	
	Career and Technical Education	
	Act of 2006";	
	(3) in section 1114(b)(2)(B)(v) (20 U.S.C. 6314(b)(2)(B)(v)), by	
	striking ``Carl D. Perkins	
	Vocational and Technical	
	Education Act of 1998" and	
	inserting ``the Carl D. Perkins	
	Career and Technical Education	
	Act of 2006"; and	
	Act of 2000, and	
	(4) in section 7115(b)(5) (20	
	U.S.C. 7425(b)(5)), by striking	
	"Carl D. Perkins Vocational and	
	Technical Education Act of 1998"	
	and inserting `Carl D. Perkins	
	Career and Technical Education	
	Act of 2006".	
(d) EQUITY IN		
EDUCATIONAL LAND-		
GRANT STATUS ACT OF		
<b>1994</b> .—Section 533(c)(4)(A) of the		
Equity in Educational Land-Grant		
Status Act of 1994 (7 U.S.C. 301		
note) is amended by striking "(20		
U.S.C. 2397h(3)" and inserting ",		
as such section was in effect on the		
day preceding the date of		
enactment of the Carl D. Perkins		
Vocational and Applied		

1998	2006	<b>Differences/Comments</b>
Technology Education		
Amendments of 1998".		
(e) IMPROVING AMERICA'S		
SCHOOLS ACT OF 1994.—		
Section 563 of the Improving		
America's Schools Act of 1994 (20		
U.S.C. 6301 note) is amended by		
striking "the date of enactment of		
an Act reauthorizing the Carl D.		
Perkins Vocational and Technical		
Education Act (20 U.S.C. 2301 et		
seq.)" and inserting "July 1,		
1999''.		
(f) WORKFORCE		
INVESTMENT ACT OF 1998.—		
Section 101(3) of the Workforce		
Investment Act of 1998 (29 U.S.C.		
2801(3)) is amended by striking		
"section 521 of the Carl D. Perkins		
Vocational and Applied		
Technology Education Act (20		
U.S.C. 2471)" and inserting		
"section 3 of the Carl D. Perkins		
Vocational and Technical		
Education Act of 1998".		
(g) APPALACHIAN		
REGIONAL DEVELOPMENT		
<b>ACT OF 1965.</b> —Section 214(c) of		
the Appalachian Regional		
Development Act of 1965 (40		
U.S.C. App. 214(c)) is amended by		
striking "Carl D. Perkins		
Vocational Education Act" and		
inserting "Carl D. Perkins		

1998	2006	<b>Differences/Comments</b>
Vocational and Technical		
Education Act of 1998".		
(h) VOCATIONAL		
EDUCATION AMENDMENTS		
<b>OF 1968.</b> —Section 104 of the		
Vocational Education		
Amendments of 1968 (82 Stat.		
1091) is amended by striking		
"section 3 of the Carl D. Perkins		
Vocational Education Act" and		
inserting "the Carl D. Perkins		
Vocational and Technical		
Education Act of 1998''.		
(i) OLDER AMERICANS ACT		
<b>OF 1965.</b> —The Older Americans		
Act of 1965 (42 U.S.C. 3001 et		
seq.) is amended—		
(1) in section $502(b)(1)(N)(i)$ (42		
U.S.C. $3056(b)(1)(N)(i)$ , by		
striking "or the Carl D. Perkins		
Vocational and Applied		
Technology Education Act (20		
U.S.C. 2301 et seq.)"; and		
(2) in section 505(d)(2) (42 U.S.C.		
3056c(d)(2))—		
(A) by striking "employment and		
training programs" and inserting		
"workforce investment activities";		
and		
(B) by striking "the Carl D.		
Perkins Vocational and		
Applied Technology Education Act		
(20 U.S.C. 2301 et seq.)" and		
inserting "the Carl D. Perkins		
Vocational and Technical		

1998	2006	Differences/Comments
Education Act of 1998''.		
SEC. 4. ADULT EDUCATION		
AND FAMILY LITERACY.		
The Adult Education and Family		
Literacy Act (20 U.S.C. 9201 et		
seq.) is amended—		
(1) in section 224, by adding at the		
end the following: "(g)		
TRANSITION.—The provisions		
of this section shall be subject to		
section 506(b)."; and		
(2) by amending paragraph (2) of		
section 506(b) to read as follows:		
"(2) LIMITATION.—The		
authority to take actions under		
paragraph (1) shall apply until July		
1, 2000.".		
SEC. 5. TECHNICAL AND		
CONFORMING		
AMENDMENTS.		
(a) WORKFORCE INVESTMENT ACT OF 1998.—		
Section 121 of the Workforce		
Investment Act of 1998 (29 U.S.C.		
2841) is amended—		
(1) in subsection (b)(1)(B)(iv), by		
inserting before the semicolon the		
following: "(other than part C of		
title I of such Act and subject to		
subsection (f))"; and (2) by		
adding at the end the following:		
"(f) APPLICATION TO		
CERTAIN VOCATIONAL		
REHABILITATION		

1998	2006	<b>Differences/Comments</b>
PROGRAMS.—		
"(1) LIMITATION.—Nothing in		
this section shall be construed to		
apply to part C of title I of the		
Rehabilitation Act of 1973 (29		
U.S.C. 741).		
"(2) CLIENT ASSISTANCE.—		
Nothing in this Act shall be		
construed to require that any entity		
carrying out a client assistance		
program authorized under section		
112 of the Rehabilitation Act of		
1973 (29 U.S.C. 732)—		
"(A) violate the requirement of		
section 112(c)(1)(A) of that Act		
that the entity be independent of		
any agency which provides		
treatment, services, or		
rehabilitation to		
individuals under that Act; or		
"(B) carry out any activity not		
authorized under section 112 of		
that Act (including appropriate		
Federal regulations).".		
(b) WAGNER-PEYSER ACT.—		
(1) IN GENERAL.—Section 15 of		
the Wagner-Peyser Act (as added		
by section 309 of the Workforce		
Investment Act of 1998) is		
amended—		
(A) in subsection $(a)(2)(A)(i)$ , by		
striking "under" and all that		
follows through "for which" and		
inserting "under the provisions of		
this section for any purpose other		

1998	2006	<b>Differences/Comments</b>
than the statistical purposes for		
which"; and		
(B) in subsection (e)(2)(G), by		
striking "complementary" and		
inserting "complementarity".		
(2) EFFECTIVE DATE.—The		
amendments made by paragraph		
(1) take effect July 2, 1999.		
(c) REHABILITATION ACT OF		
1973.—Sect, 725(c)(7) of the		
Rehabilitation Act of 1973 (as		
amended by section 410 of WIA of		
1998) is amended by striking		
"management," and all that		
follows and inserting		
"management;".		
SEC. 6. REPEALS AND		
EXTENSIONS OF PREVIOUS		
HIGHER EDUCATION		
AMENDMENTS PROVISIONS.		
(a) HIGHER EDUCATION		
AMENDMENTS OF 1986.—Title		
XIII of the Higher Education		
Amendments of 1986 (Public Law		
99–498) is repealed.		
(b) HIGHER EDUCATION		
AMENDMENTS OF 1992.—The		
following		
provisions of the Higher Education		
Amendments of 1992 (Public		
Law 102–325) are repealed:		
(1) Parts E, F, and G of title XIII.		
(2) Title XIV.		
(3) Parts A, B, C, and D of title		
XV.		

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